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The Gray Wolf

A Reading A-Z Level L Benchmark Book

Word Count: 360




Reading a-z

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BENCHMARK • L

The Gray Wolf



Written by Ned Jensen

www.readinga-z.com

The Gray Wolf



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Level L Benchmark Book
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Written by Ned Jensen
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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20



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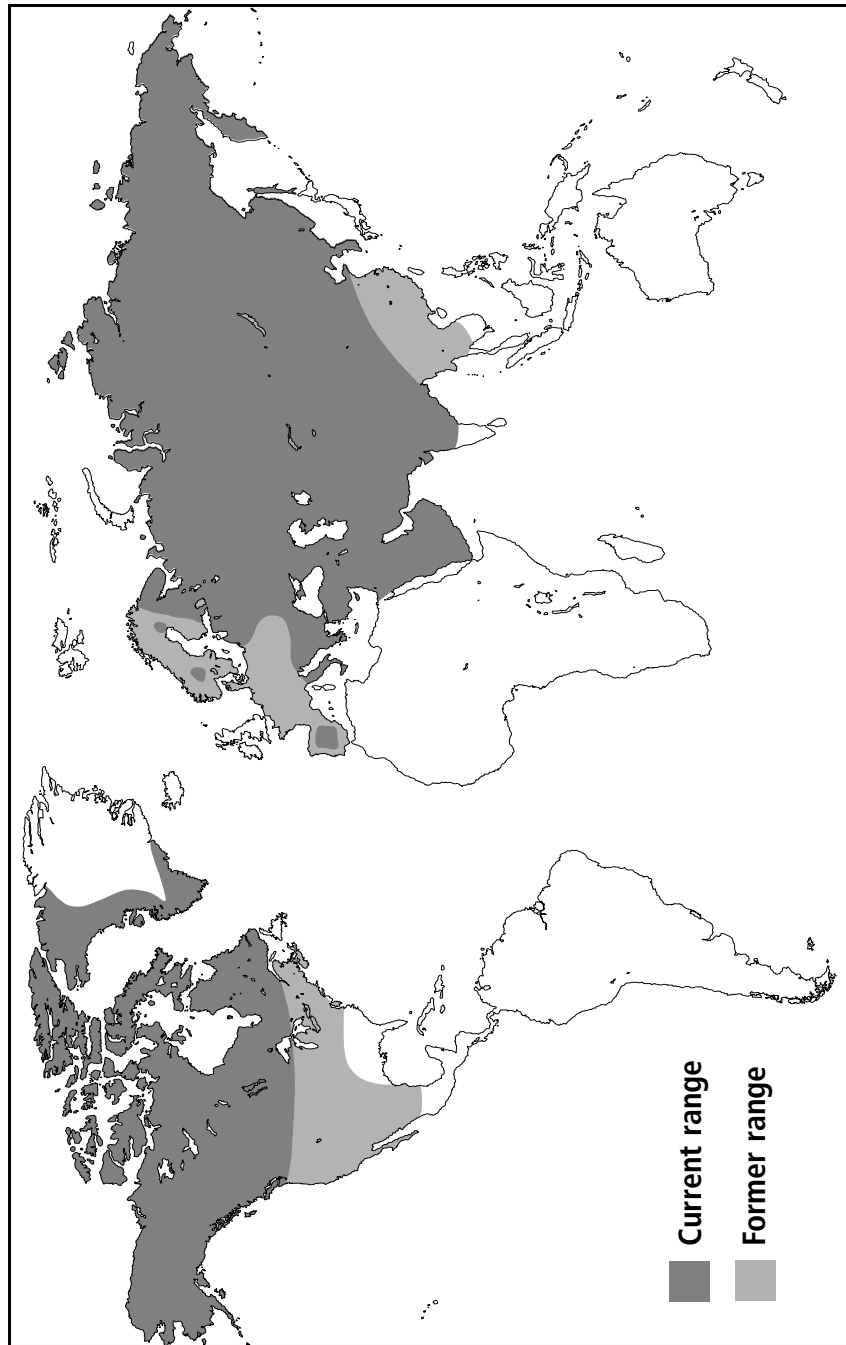
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Wolves howl for many reasons—not just the full moon.

❀ ❀ ❀ Introduction ❀ ❀ ❀

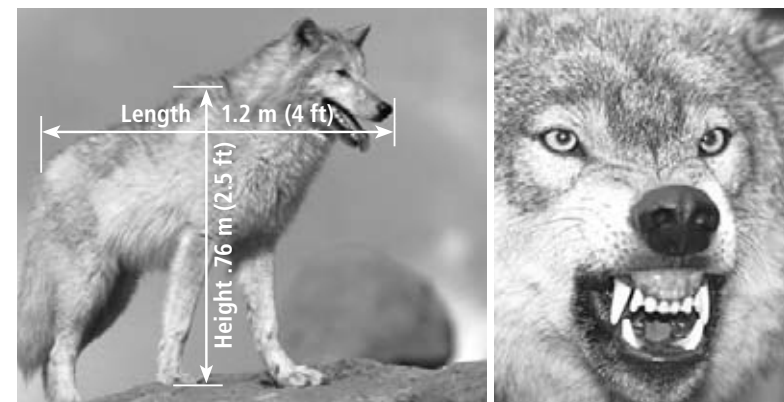
Long ago, the stillness of the night was often broken by the haunting howl of the gray wolf. But today the wolf's howl is seldom heard. Humans changed the land and drove wolves away. Ranchers shot and trapped wolves to prevent them from killing cattle and sheep. Few wolves remain where large numbers once lived.



❀ ❀ ❀ Wolf Traits ❀ ❀ ❀

The gray wolf is the largest of all wolves. If measured to the shoulders, a full-grown gray wolf can be as tall as a tabletop. It can be 1.2 meters (4 ft) long from its nose to the base of its tail. A male wolf can weigh 59 kilograms (130 lbs).

Wolves have extremely powerful jaws. A wolf's bite is six times stronger than a human's and two times stronger than a large dog's.



Gray wolves are large animals with strong jaws.



Note the black wolf in the back.

Gray wolves aren't just gray. Their thick, warm fur can be tan to pure black. Wolves have wide feet to help them walk on top of snow.



A wolf pack keeps track of animals that enter its territory.

❦ ❦ ❦ **Wolf Packs** ❦ ❦ ❦

Wolves live in groups called **packs**. An average pack has from 5 to 9 wolves. Wolves have been known to travel in packs of up to 30.

The pack is made up of one male leader, one female leader, and their **offspring**. The male and female leaders are called **alphas** (AL-fas). The offspring stay with the pack until they are two or three years old, when they leave to look for mates. The offspring and their mates then have pups and start new packs.

Working in packs enables wolves to hunt large animals. Wolves hunt deer, elk, moose, and other animals. They also hunt smaller animals such as rabbits.

Pack members use the position of their ears, mouths, and tails to communicate. They also use barks, whimpers, and howls. Wolves smell and lick each other, too.



This white wolf is using body position to communicate while standing over its prey.



A wolf pup at the den entrance

❦ ❦ ❦ ❦ Wolf Pups ❦ ❦ ❦

In spring, the alpha female wolf digs a long tunnel with a den at the end. In the protection of the den, she gives birth to 6 to 8 pups. The pups are born blind and deaf, and they weigh only about as much as a can of soup.



Gray wolf pups outside their den



11

12

Reading a-z Running Record

Level L

Student's Name _____ Date _____

The Gray Wolf
129 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
4	Long ago, the stillness of the night was often broken by the haunting howl of the gray wolf. But today the wolf's howl is seldom heard. Humans changed the land and drove wolves away. Ranchers shot and trapped wolves to prevent them from killing cattle and sheep. Few wolves remain where large numbers once lived.								
6	The gray wolf is the largest of all wolves. If measured to the shoulders, a full-grown gray wolf can be as tall as a tabletop. It can be 1.2 meters (4 ft.) long from its nose to the base of its tail. A male wolf can weigh 59 kilograms (130 lbs.). Wolves have extremely powerful jaws. A wolf's bite is six times stronger than a human's and two times stronger than a large dog's.								
Totals									

Accuracy Rate:

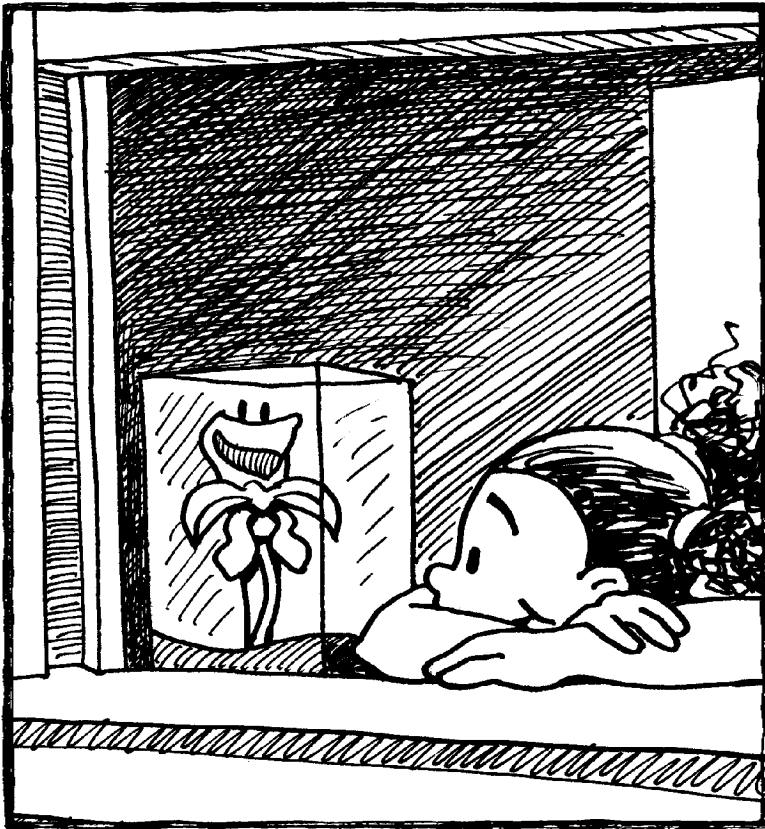
Error Rate:

Self-correction Rate:

Harold the Hungry Plant

A Reading A-Z Level L Benchmark Book

Word Count: 612




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Harold the Hungry Plant



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Harold the Hungry Plant



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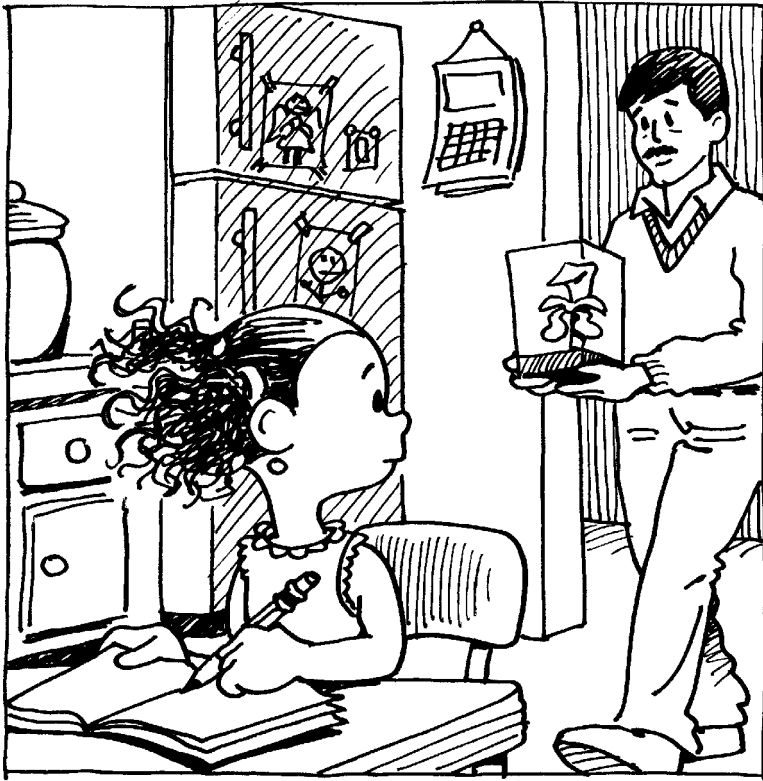
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Correlation

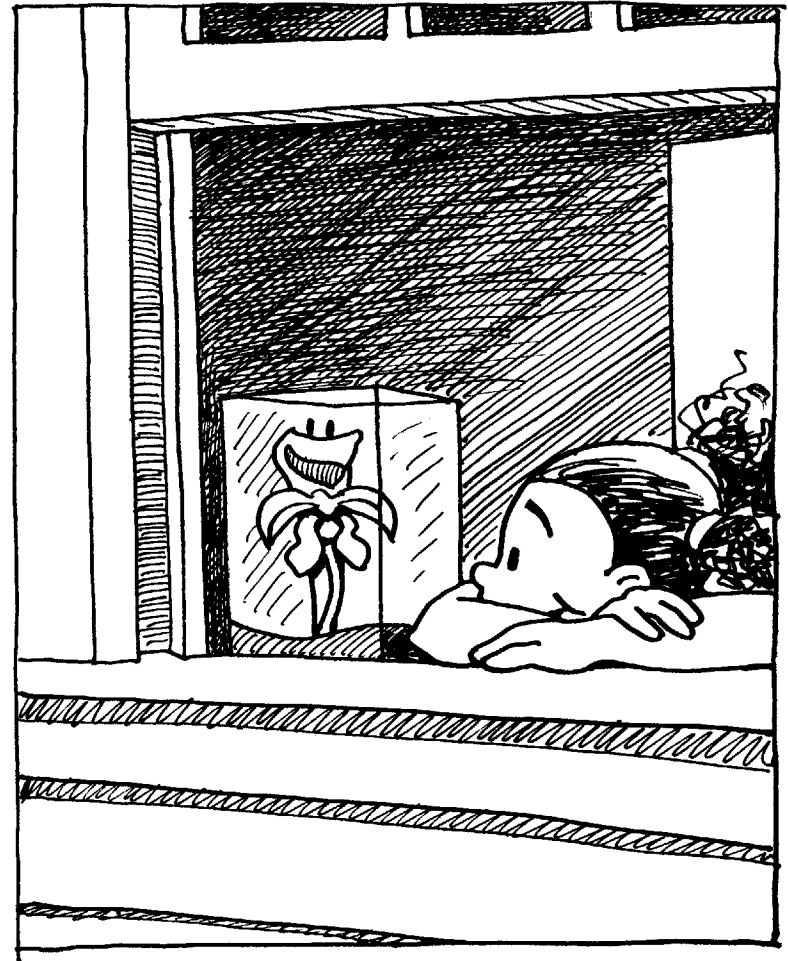
LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

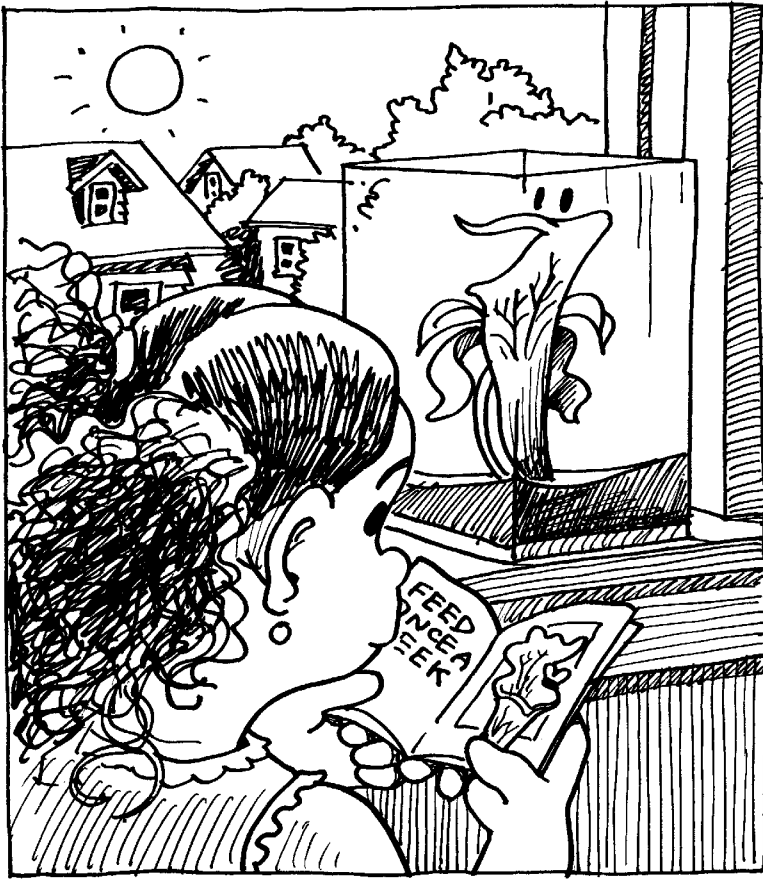


One afternoon, April was doing her homework when her father brought her a present. He handed her a funny-looking plant, called a pitcher plant. "This is a special plant," he told her. "It eats insects."

"Wow," April replied, "that's cool."

April took the plant up to her room and set it on the windowsill. She wanted it to get some sun. "I'll name you Harold," she said to the plant.





She began to look at the little book that came with the plant. It showed pictures of flies and spiders being eaten by the plant. April learned that she was only supposed to feed Harold once a week.

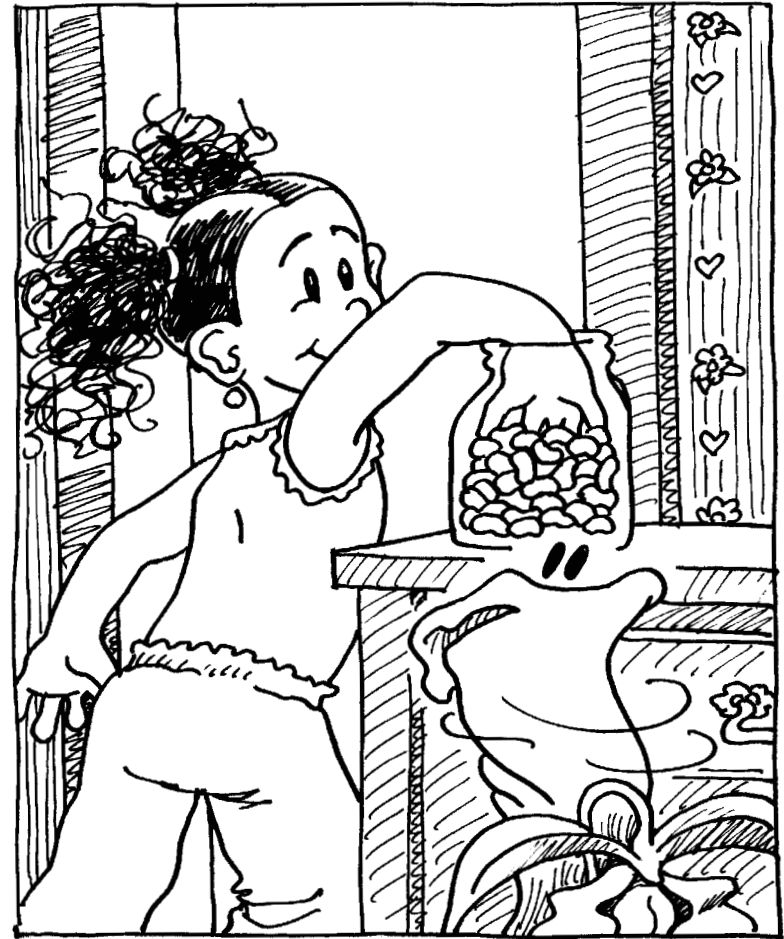


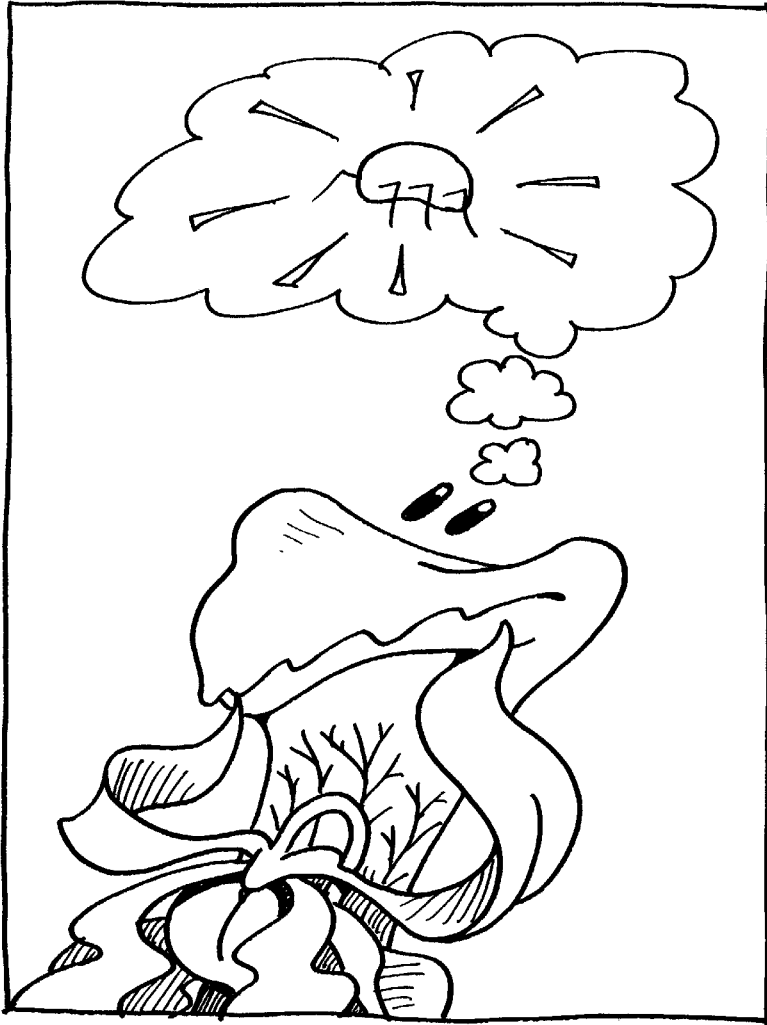
April went downstairs and outside. She looked around the yard and found a small anthill. She caught some of the ants in a jar and took them to her room.

April poured the ants into the plant tank and waited. One ant crawled into the plant's pitcher and got stuck. It was trapped by hairs inside of the pitcher.



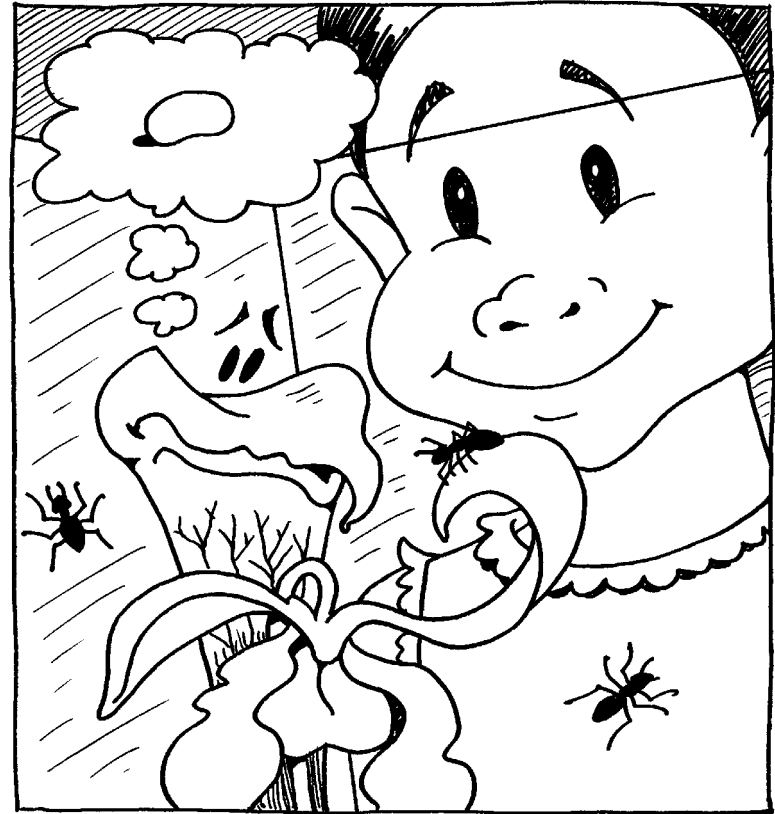
April thought the way Harold ate insects was really strange, but she liked him. On her way out of her room, she grabbed some jellybeans from a jar on her dresser.





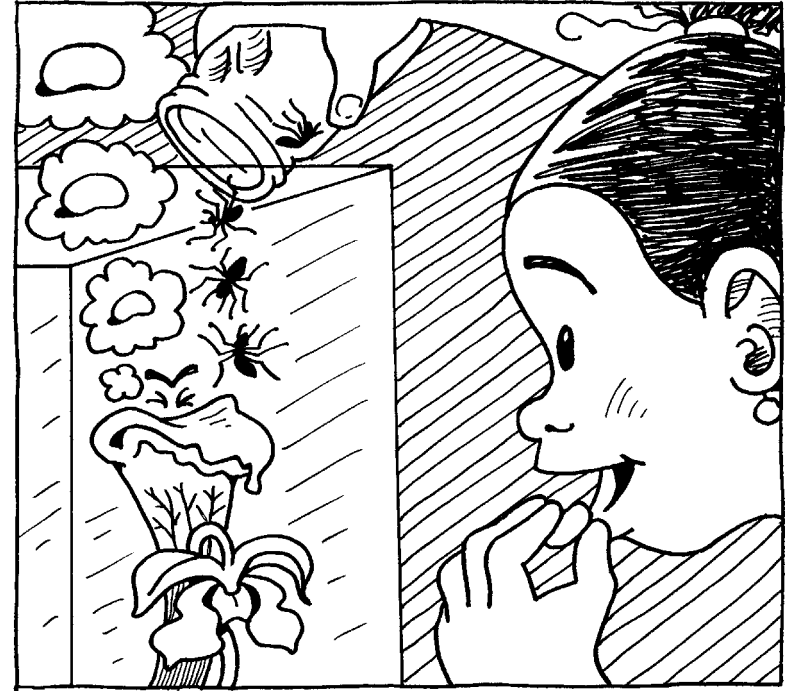
Harold saw this and wondered what a jellybean might taste like. Flies and ants are nice, but a red jellybean would be very nice.

The next time Harold saw April bringing him some ants, he thought about the jellybeans she always ate. He wanted a red one. But when she opened the lid, it was just more ants. At least they were the spicy, red kind.



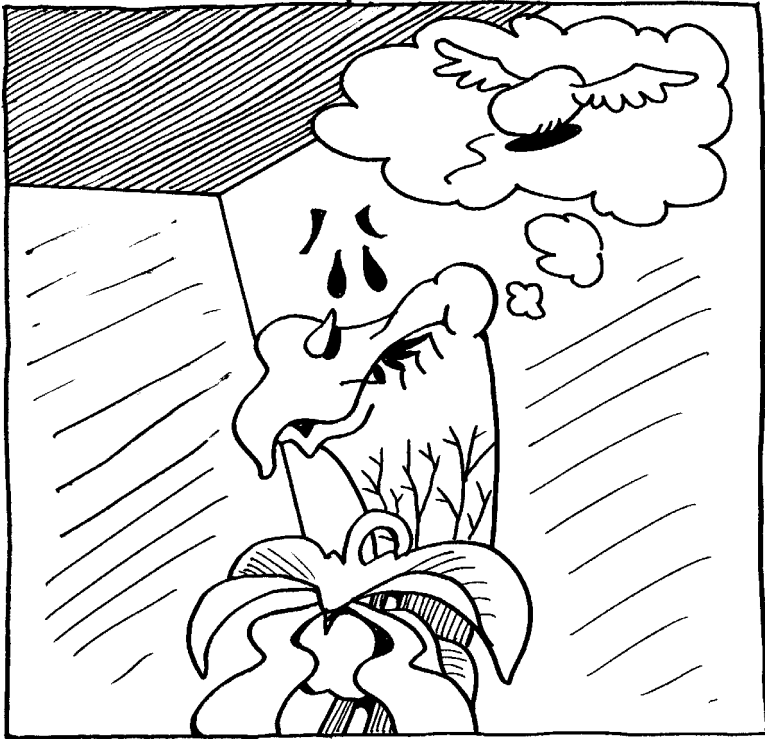


The next week, April brought Harold a fat, wiggly worm. She dropped the worm straight into his pitcher. It was a nice treat for Harold after only eating ants for the last few weeks. But he still wanted a red jellybean.

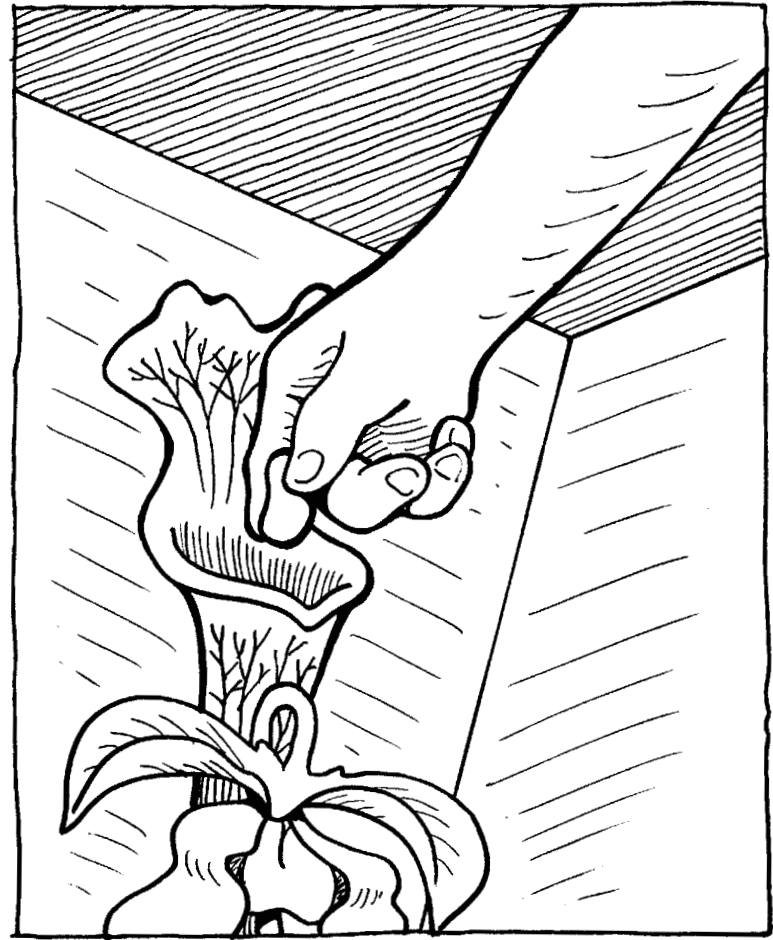


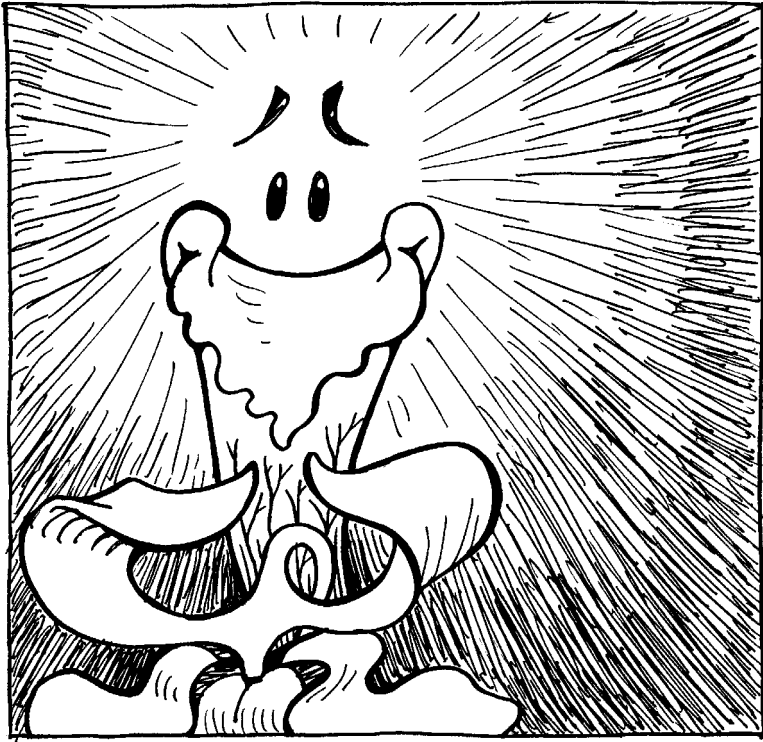
A week later, April brought Harold more insects. Harold thought about jellybeans. He thought and thought as hard as he could. *Jellybeans. Jellybeans. Jellybeans. Jellybeans.* He repeated the thought over and over. April ate a couple of jellybeans before feeding Harold more insects.

When April opened the lid to Harold's home, she only had a couple of small spiders. Harold was disappointed that she didn't feed him a red jellybean. But he was very hungry. He felt grateful that April fed him so well. Yet, he really wanted a jellybean.



That night, when April was going to bed, she ate a jellybean before brushing her teeth. Then she took another one—a red one—and placed it into Harold's pitcher.

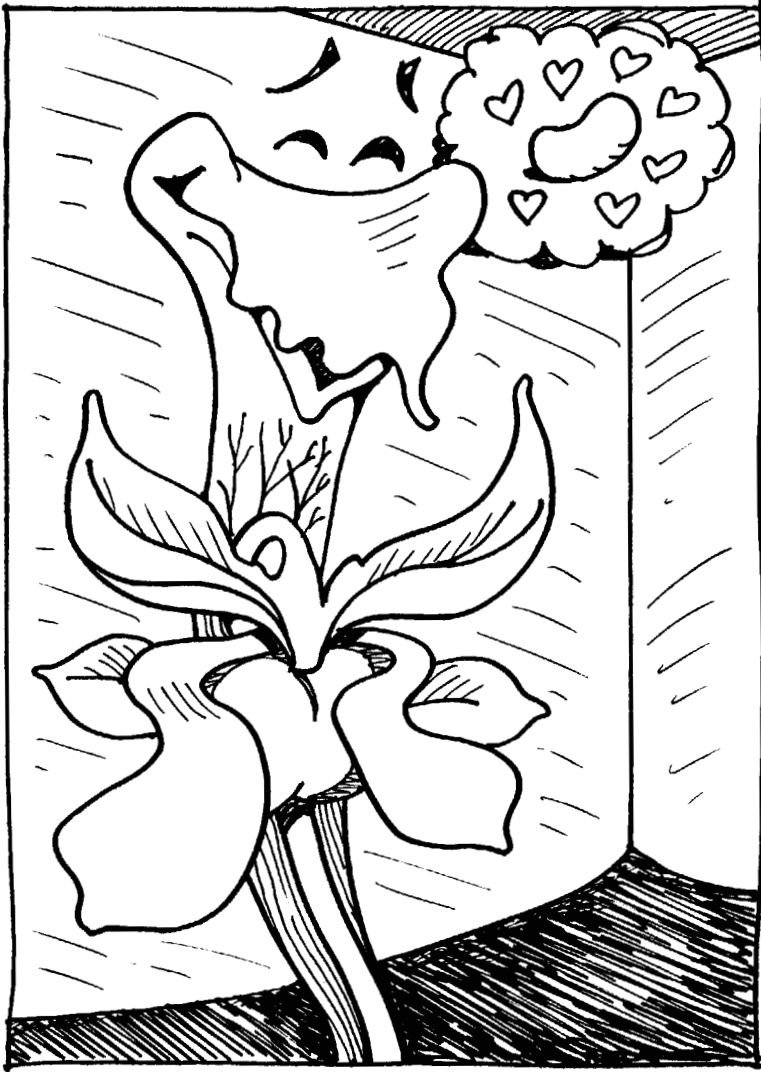




Harold was so excited that his leaves began to shake. The jellybean was smooth and kind of hard. As it sat inside the pitcher, it became soft and sticky. The flavor began to ooze out. It tasted so sweet, so wonderful. He felt himself glowing with joy.

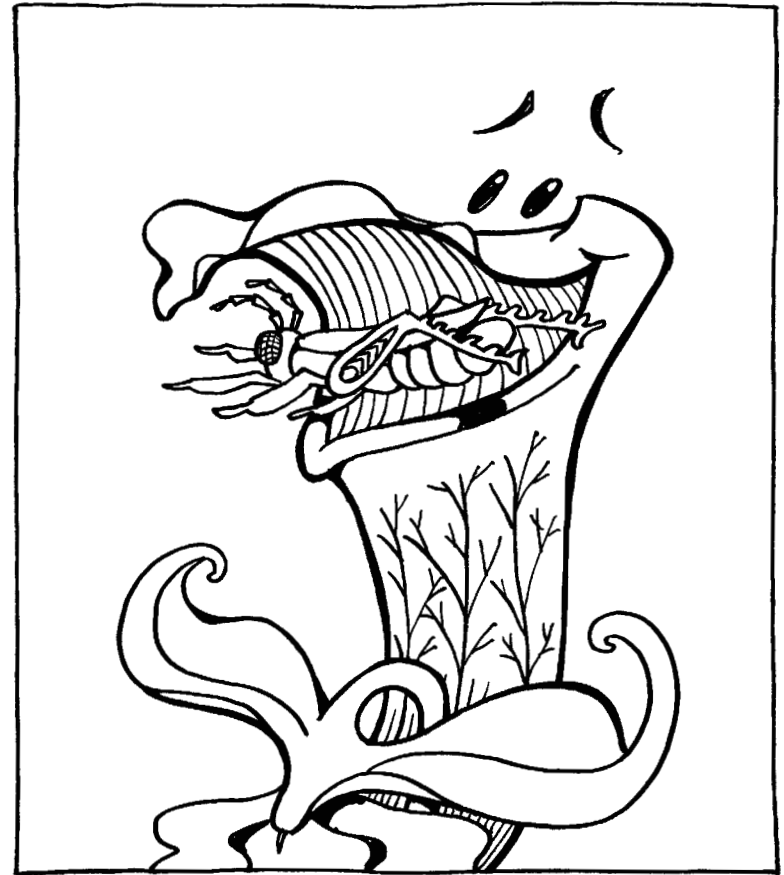
The next day April noticed that Harold looked happy. "Hi there, Harold," she said. "You sure look happy today. Did you like the jellybean?"

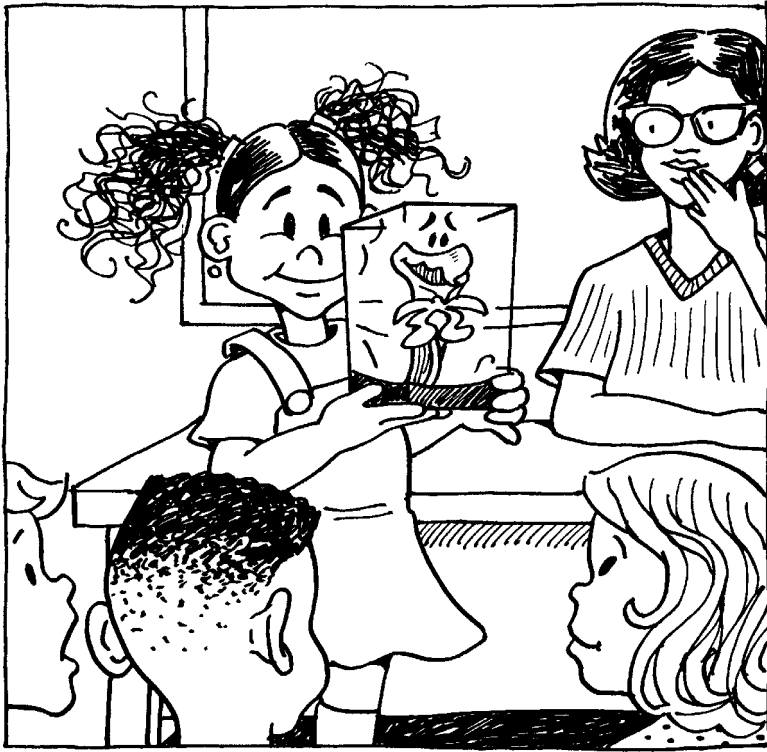




Harold tried to smile by curling one of his leaves. He felt very happy. He really enjoyed his jellybean.

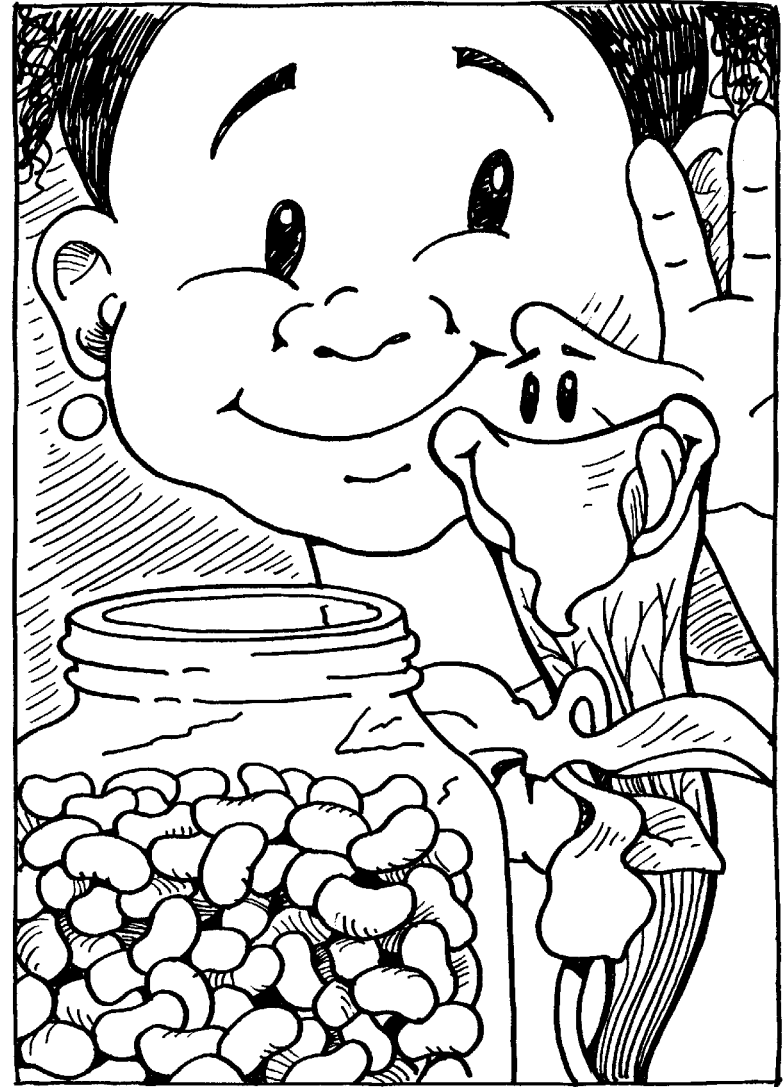
From that day on, Harold got one red jellybean each week. It was a midweek treat between regular meals. He grew bigger and stronger. Soon, he was big enough to eat crickets and grasshoppers.





April and Harold were good friends. Harold even got to go to school with her once for show-and-tell. That day he only got a cricket to eat. A couple of days later, though, he got a green jellybean. *Wow*, thought Harold, *all the colors are tasty*.

As much as Harold loved all the colors of jellybeans, red ones were still his favorites.



Reading a-z Running Record

Level L

Student's Name _____ Date _____

Harold the Hungry Plant
139 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
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4	April took the plant up to her room and set it on the windowsill. She wanted it to get some sun. "I'll name you Harold," she said to the plant.								
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6	April went downstairs and outside. She looked around the yard and found a small anthill. She caught some of the ants in a jar and took them to her room.								
Totals									

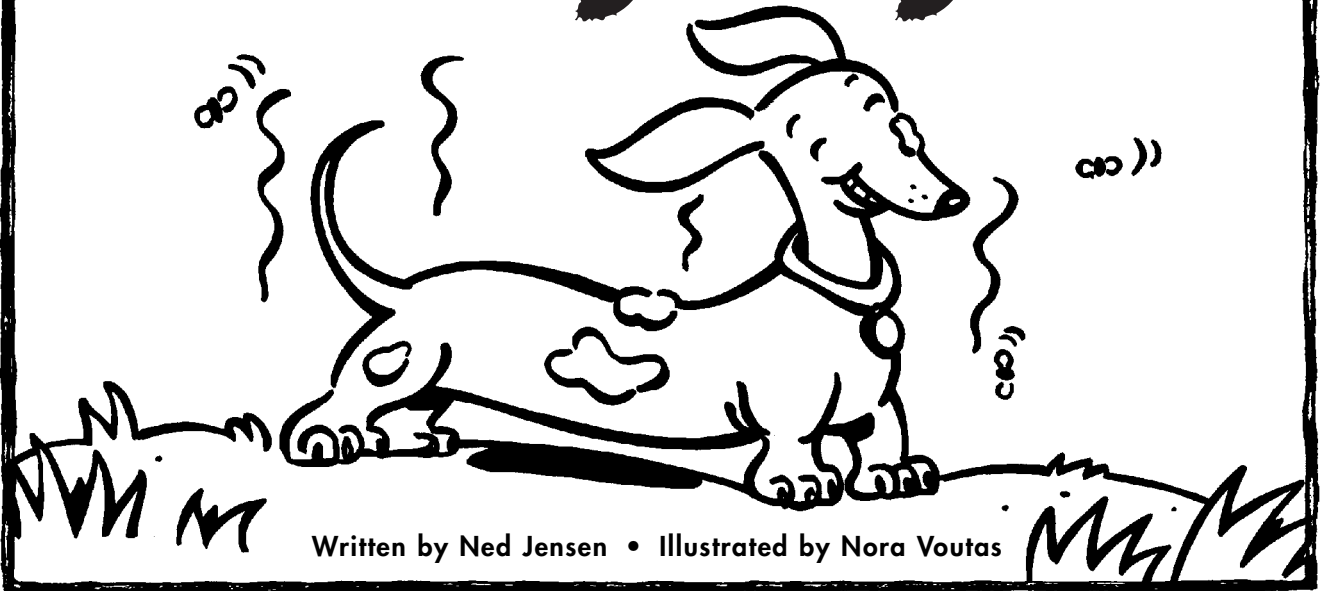
Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • L

Smelly Clyde

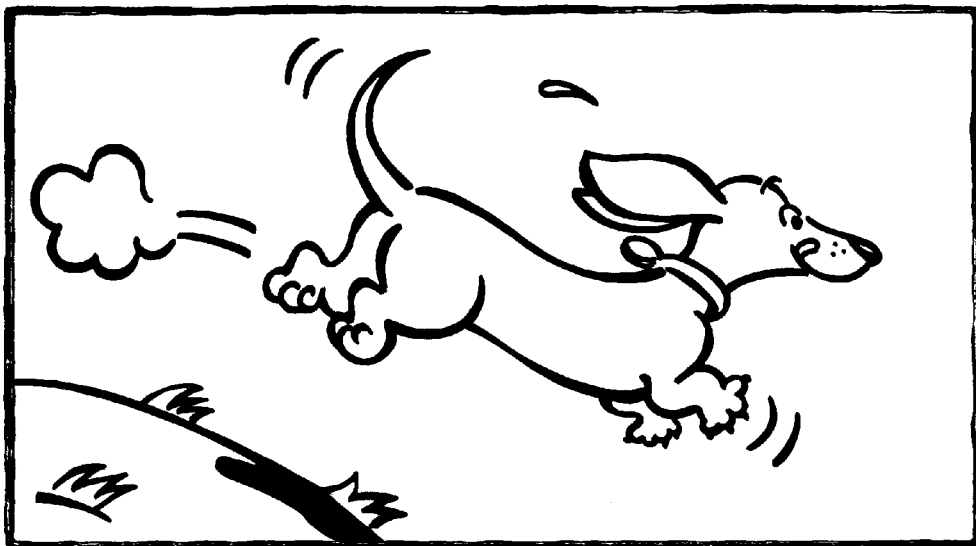


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Smelly Clyde

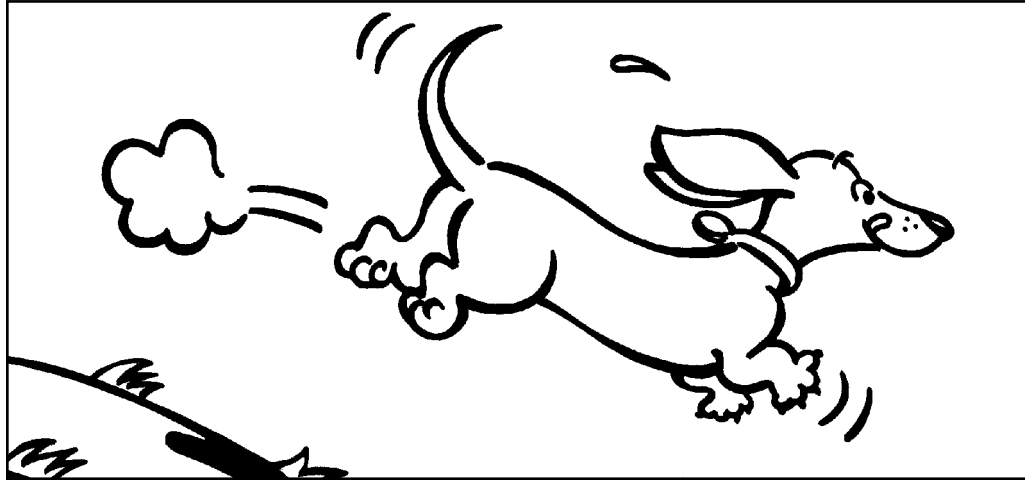
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Smelly Clyde



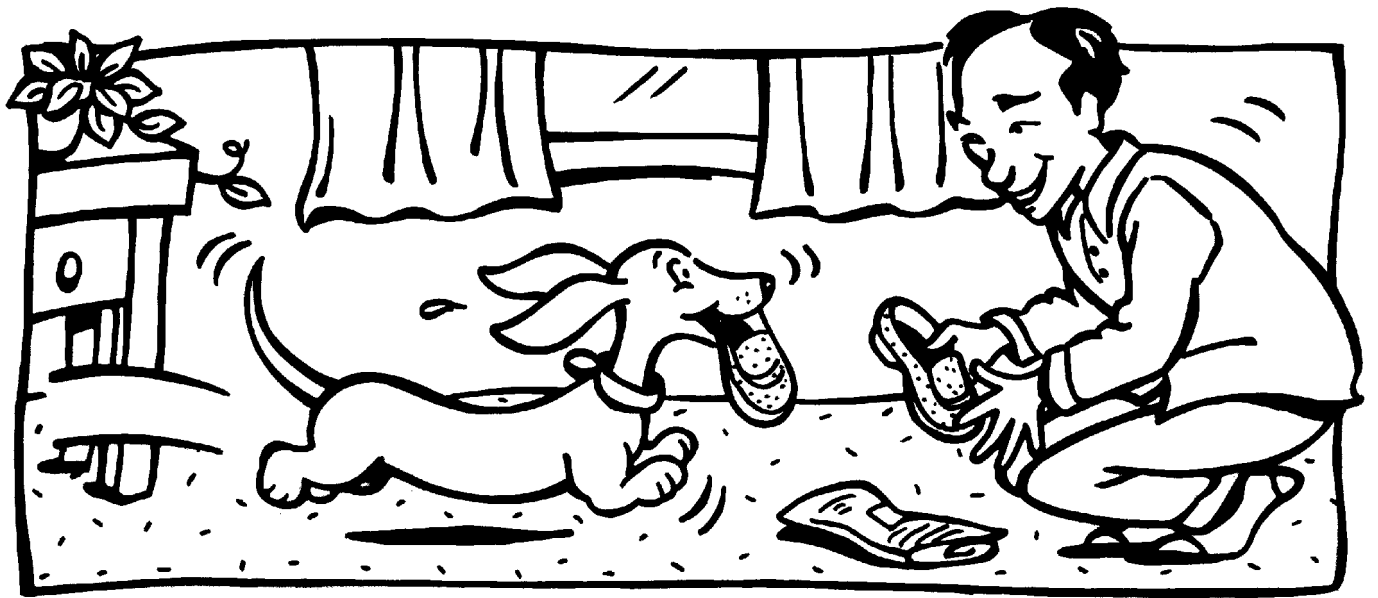
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LEVEL 1	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

Correlation

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Level 1 Leveled Reader
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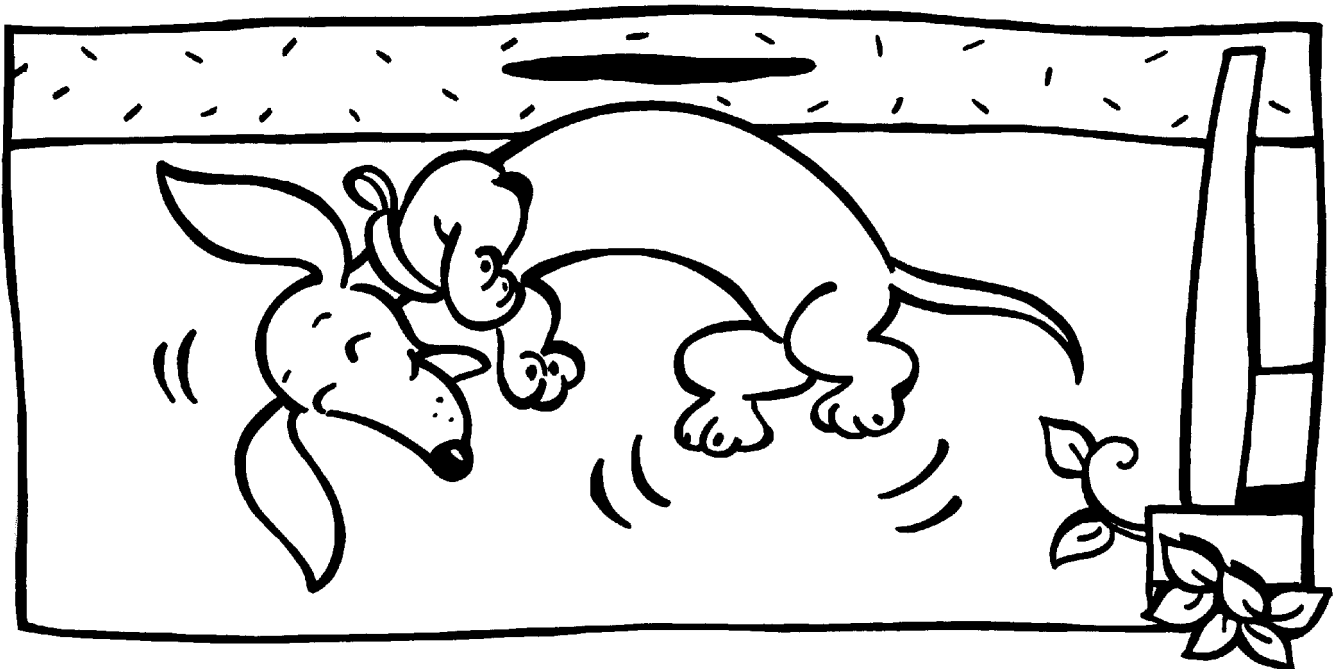


Clyde was a clever dog. He was smart, and he was loyal.
 He would get the newspaper for his master, Mr. Mora.
 He would get Mr. Mora's slippers.

3

He could roll over and sit up.
 He could lie down and shake hands.

4



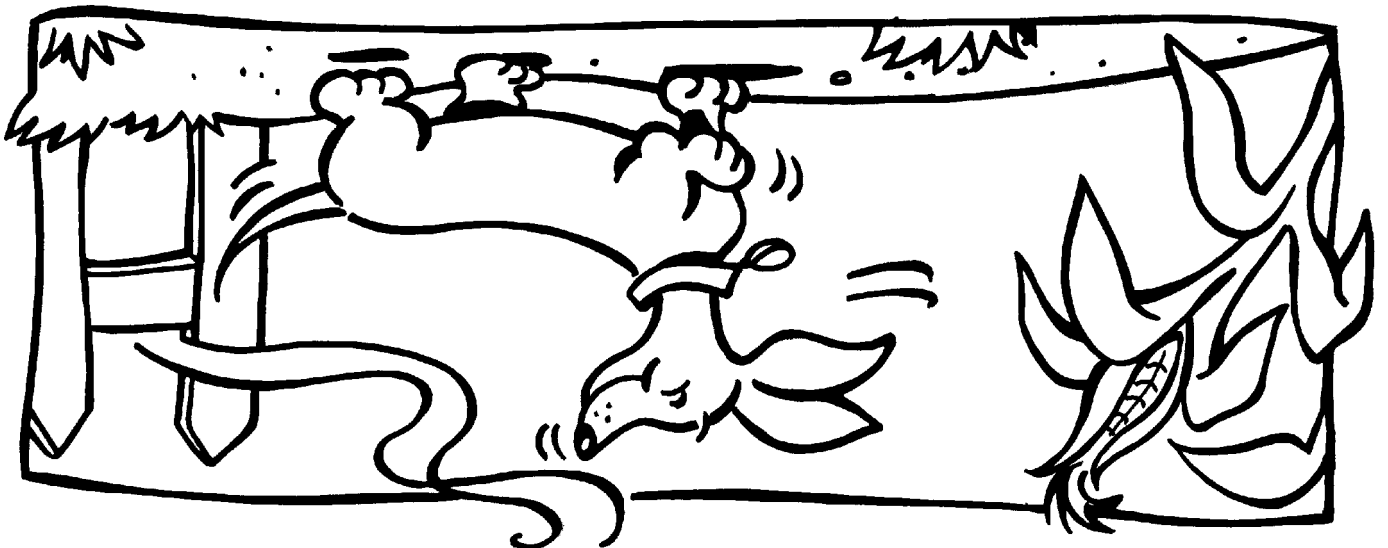


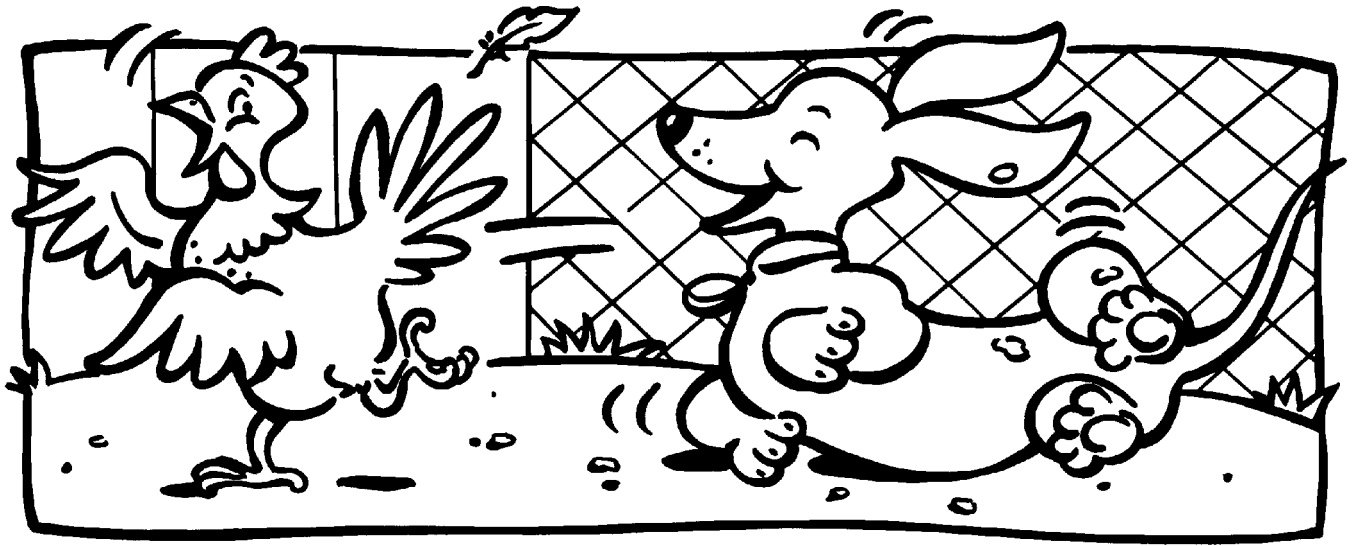
But Clyde had one terribly bad habit.
He loved to roll in manure. Whenever he had the chance,
Clyde would wander down to Farmer Brown's farm.

5

Clyde would point his nose high in the air.
Then he would begin to sniff.
He would sniff and sniff. And soon he would
pick up a whiff of what he loved — manure.

6



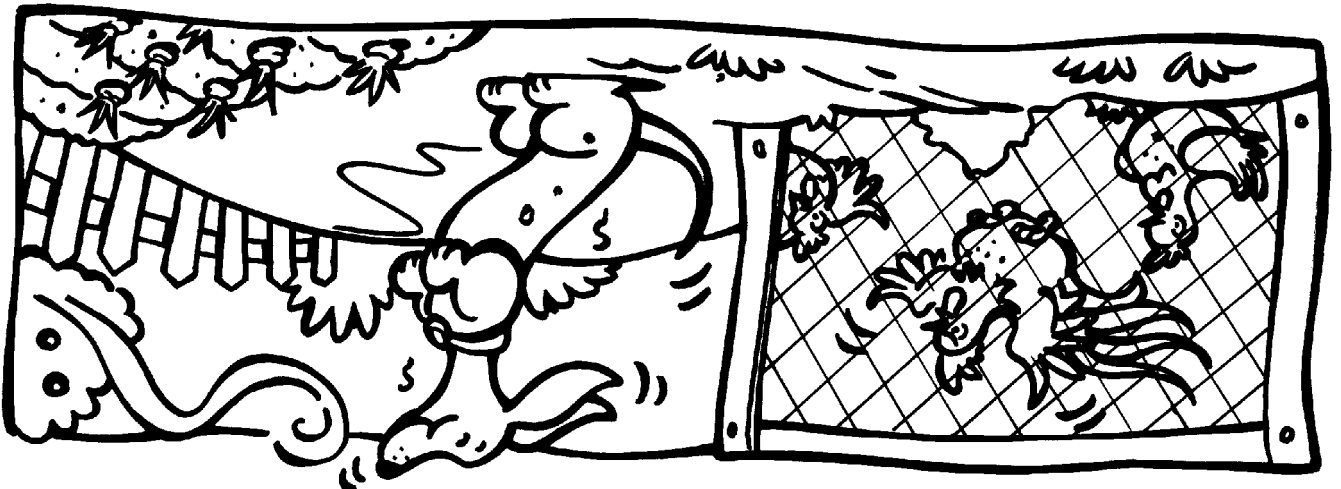


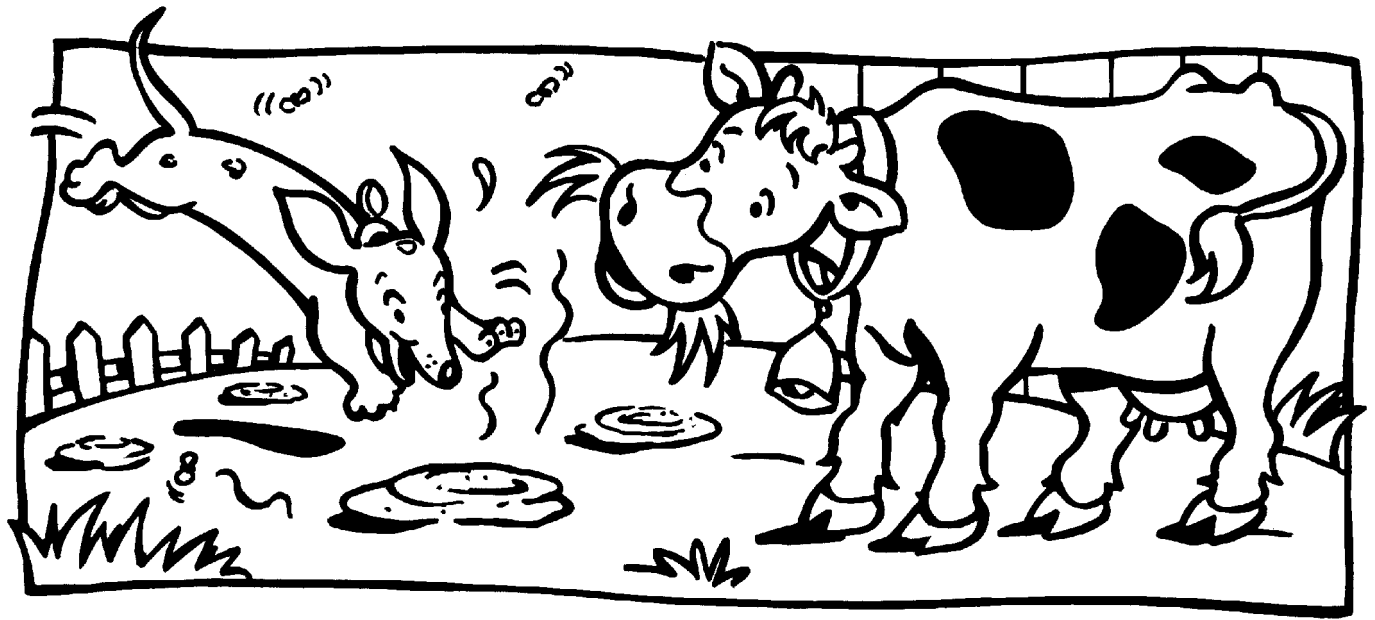
One day, Clyde ran to the chicken yard.
 He wiggled and wormed his way under the fence.
 Then he lay down and rolled over and over.
 He scooted through the dirt and manure.

7

When he had enough, Clyde wiggled
 and wormed his way back under the fence.
 Then, once again, he put his nose
 high into the air and began to sniff.
 Soon Clyde sniffed the smell of another favorite — cow manure.

8





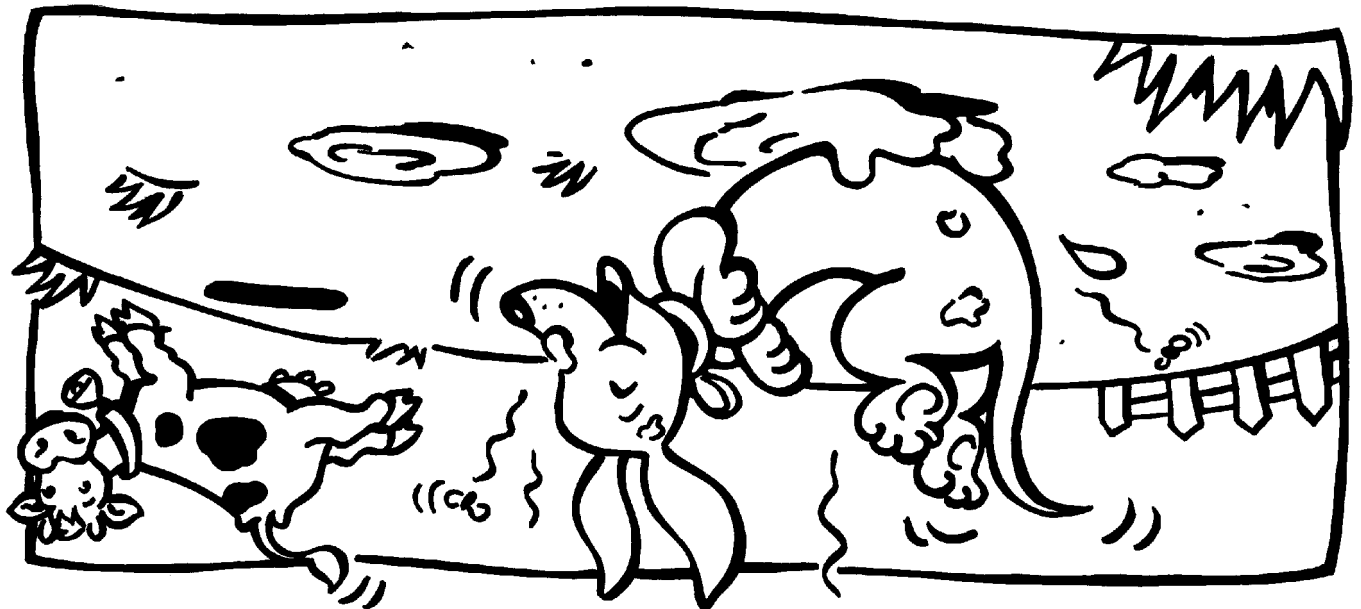
Through the fence and into the barnyard he went.

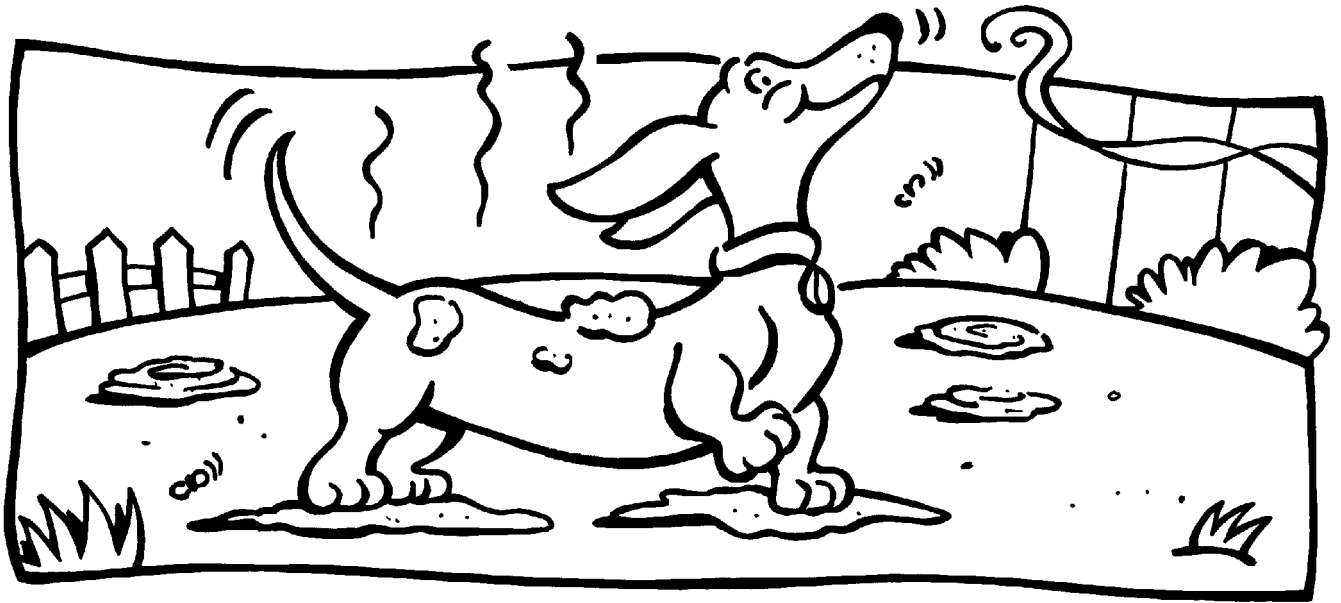
When he found the biggest pile of cow manure, he jumped on it.

9

He rolled around and around.
He rubbed his fur through the delightful smelling cow manure.
“Ah, this is heavenly,” he thought.

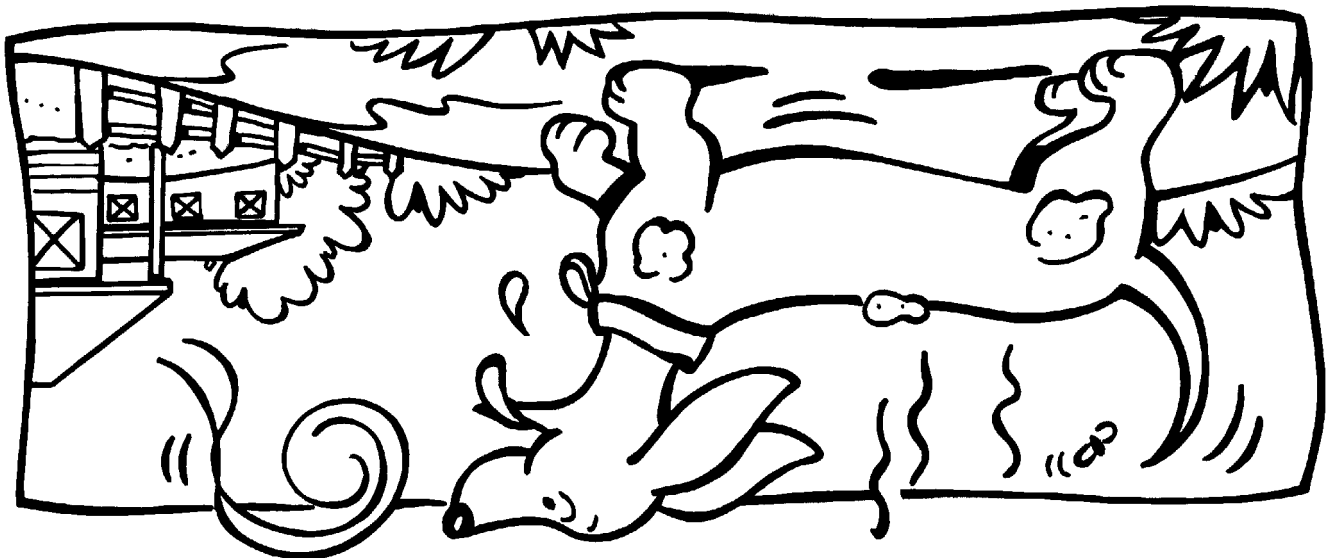
10





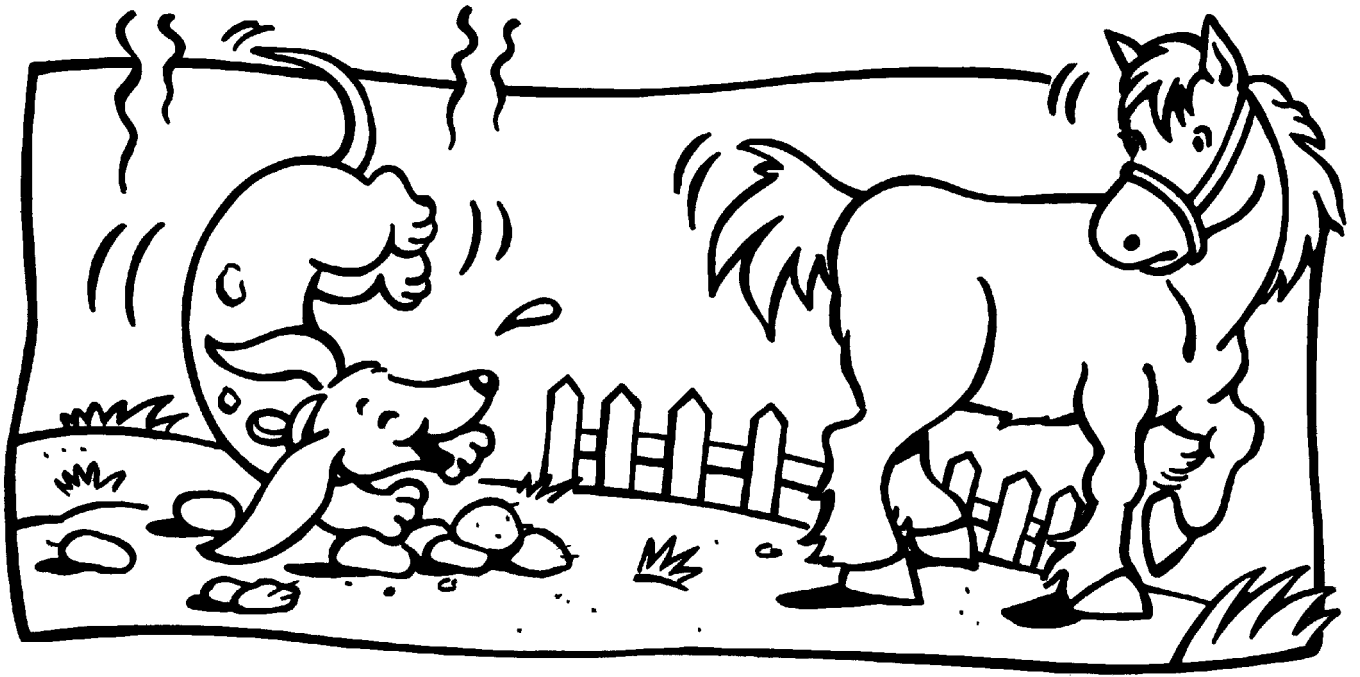
When he had enough, Clyde stood up.
Again he stuck his nose high into the air.
And again, he began to sniff.

11



Soon he smelled another lovely odor.
It drifted toward him from the stable.
Clyde panted with excitement at the smell
of another favorite — horse manure.

12

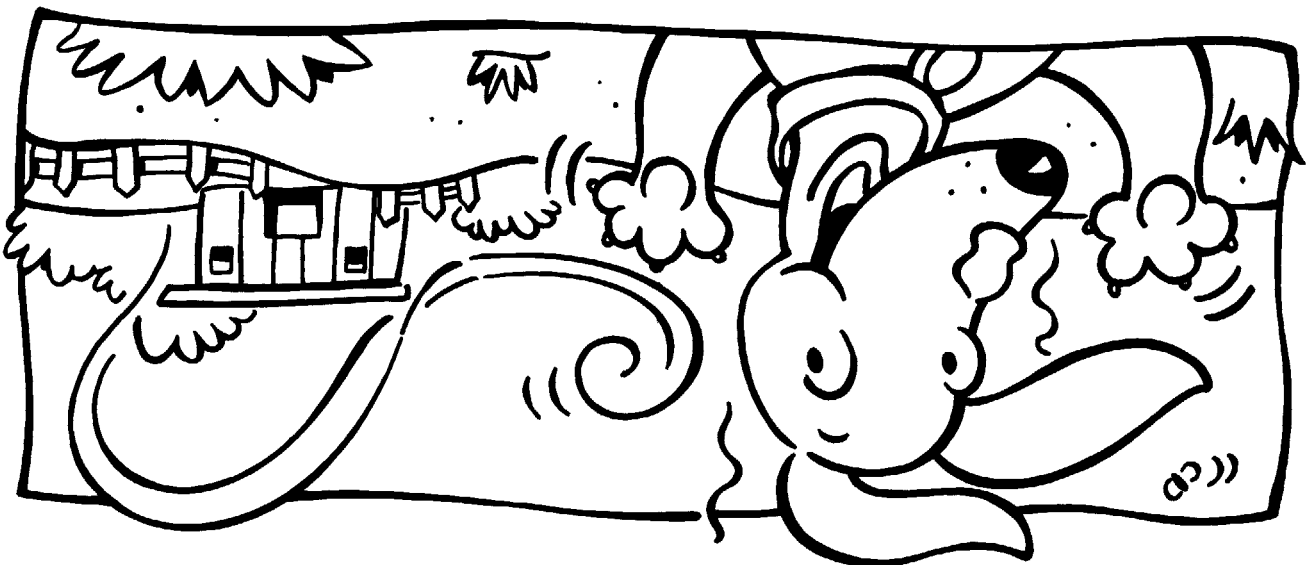


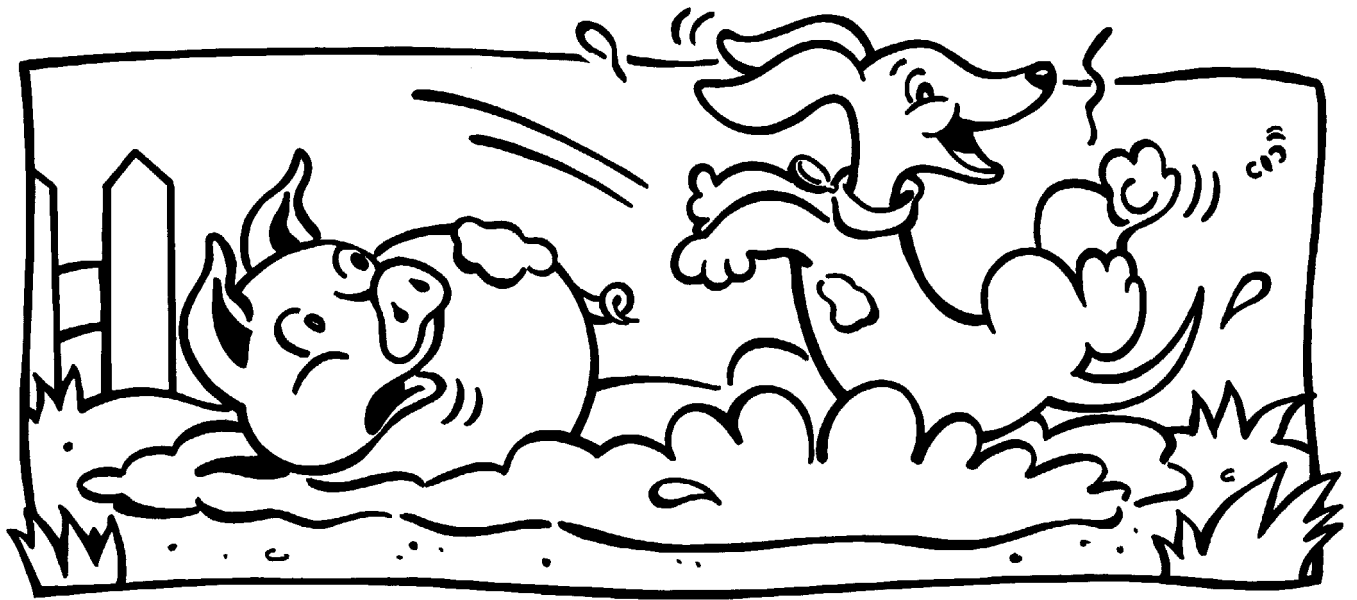
After rolling around in the horse manure,
Clyde felt even more refreshed.

13

He walked happily from the stable.
And what do you think he smelled? You guessed it.
Drifting past the stable was Clyde's absolute
favorite odor — pig manure.

14



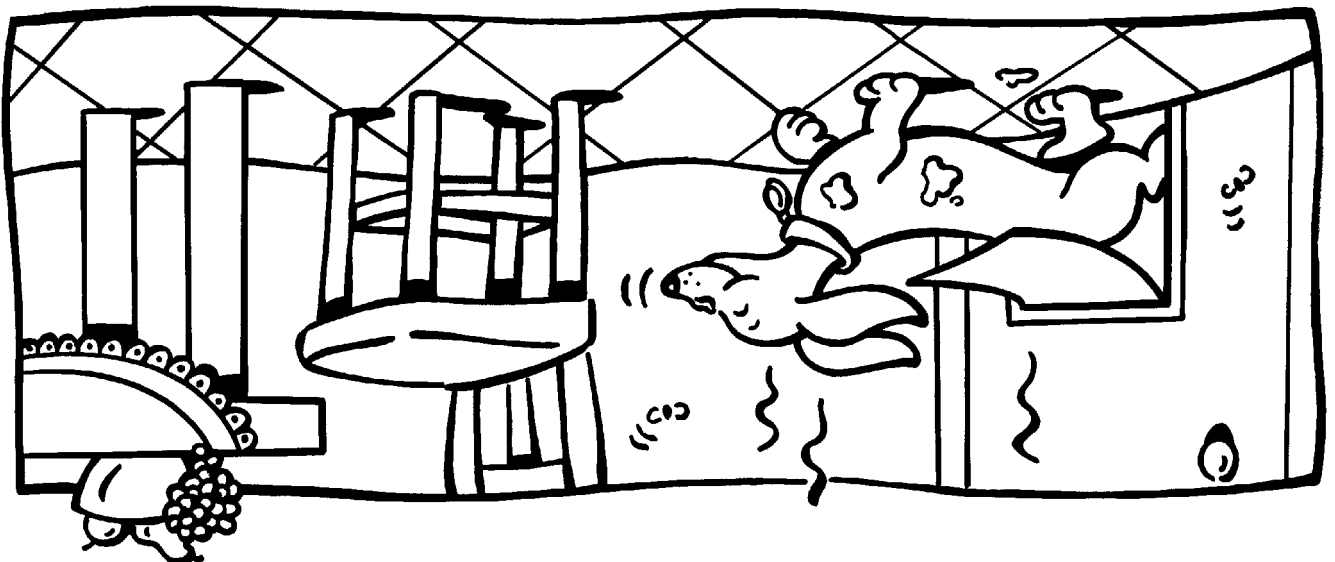


So off he ran toward the pigpens.
 Soon he was standing over a mud hole.
 He jumped in and rolled around in the mud and pig manure.

15

Clyde felt quite content. He thought he smelled great,
 so he headed back home. When he arrived home,
 he slipped through the doggy door and into the house.

16



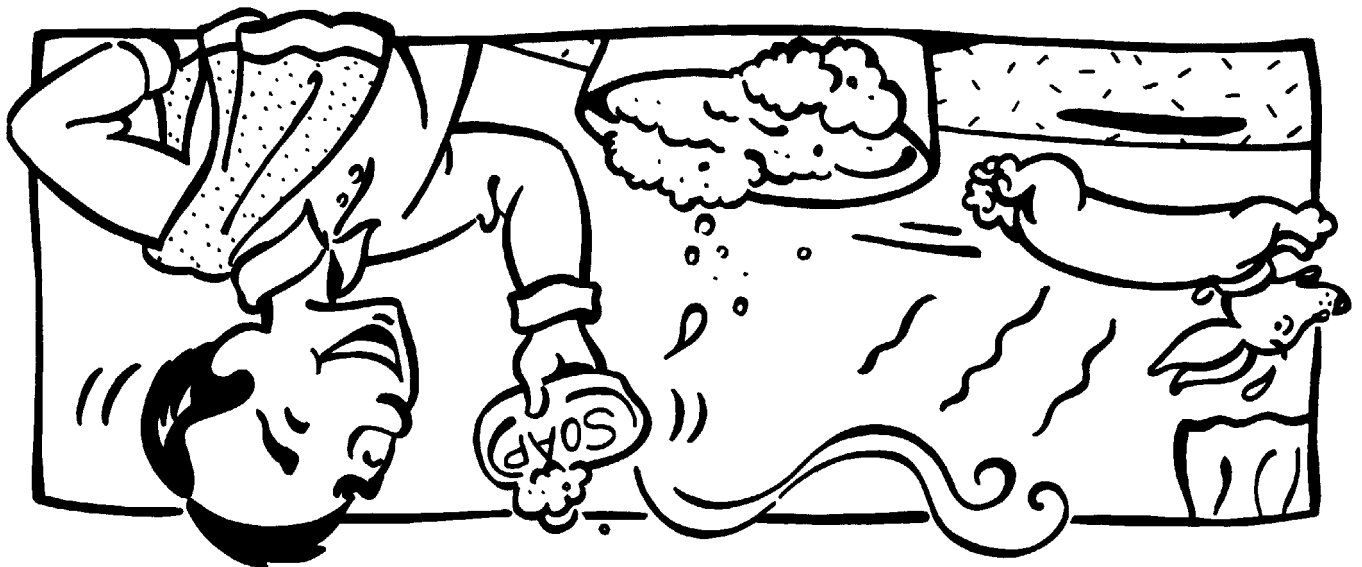


Mr. Mora's nose went into the air. He began to sniff and sniff. "Clyde," he yelled. "What is that awful odor I smell? Have you been down to Farmer Brown's again? You bad dog. You smell absolutely awful."

17

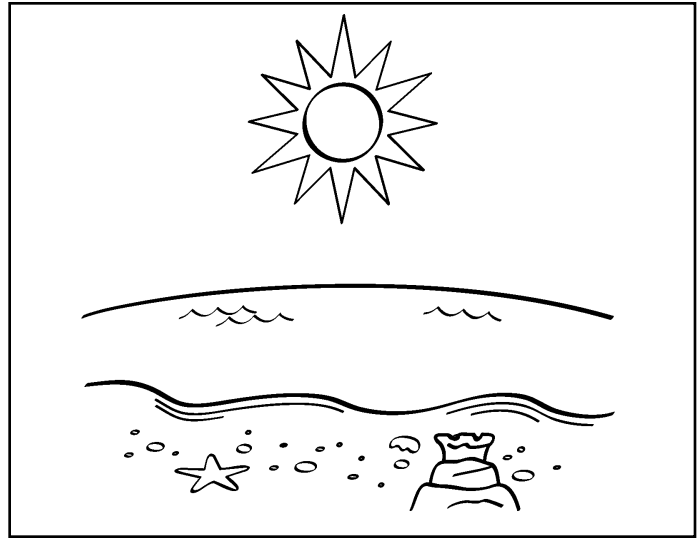
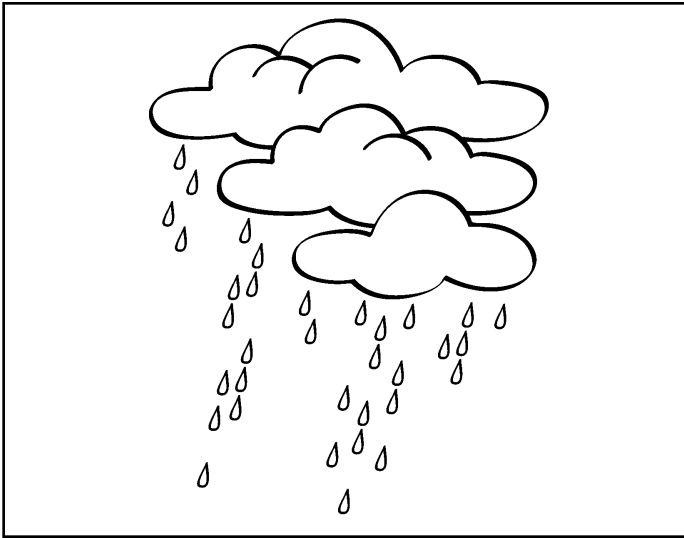
Clyde put his tail between his legs and looked for a place to hide. Then he put his nose in the air. And he sniffed. Suddenly he smelled the most dreaded odor of all — SOAP.

18

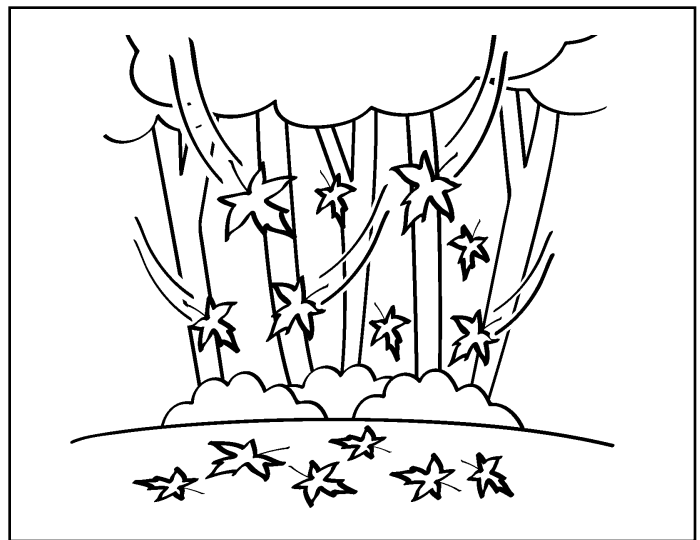
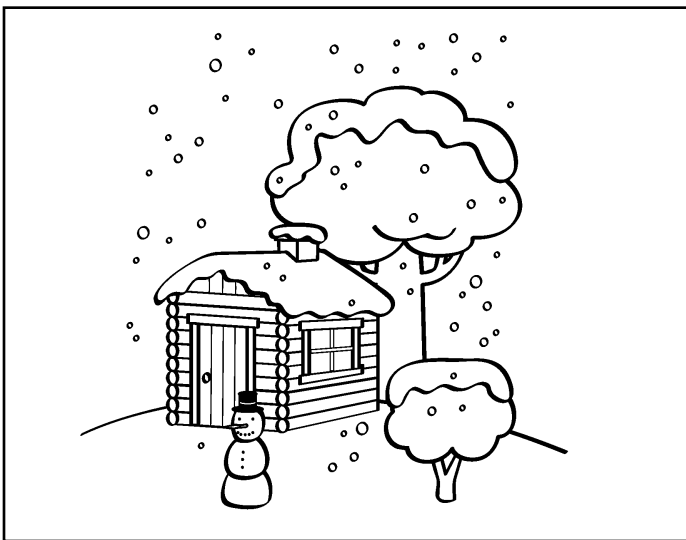


Name _____

INSTRUCTIONS: Draw a line from the "cause statement" pictures to the correct "effect" sentence that matches the picture.



SMELLY CLYDE • LEVEL L • 1



My brother and his friends
raked the leaves.

We played in the sand and
made castles.

She said, "I can use my new
umbrella".

Annie and I built a
snowman.

SKILL: CAUSE AND EFFECT

Name _____

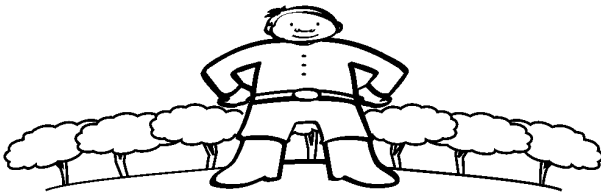
INSTRUCTIONS: Look at the picture in each square. Read the sentence. Read the two words below the sentence. Now draw a circle around one of the two words that means the same as the highlighted word in the sentence.



The **little** mouse squeaked.

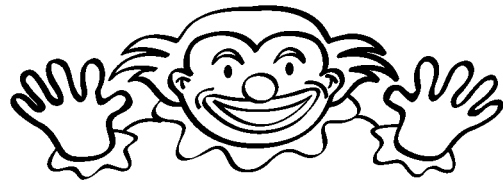
small

sad



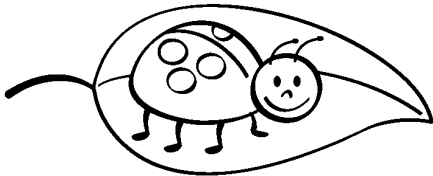
The giant was **huge**.

big hungry



The **funny** clown made us laugh.

silly glad



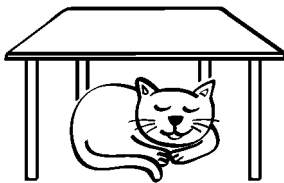
The ladybug is so **cute**.

pretty red



The **smell** was bad.

odor sky



The cat was **under** the table.

below above



Bob was **unhappy**.

sad hungry

LEVELED READER • L

Noise in the Night

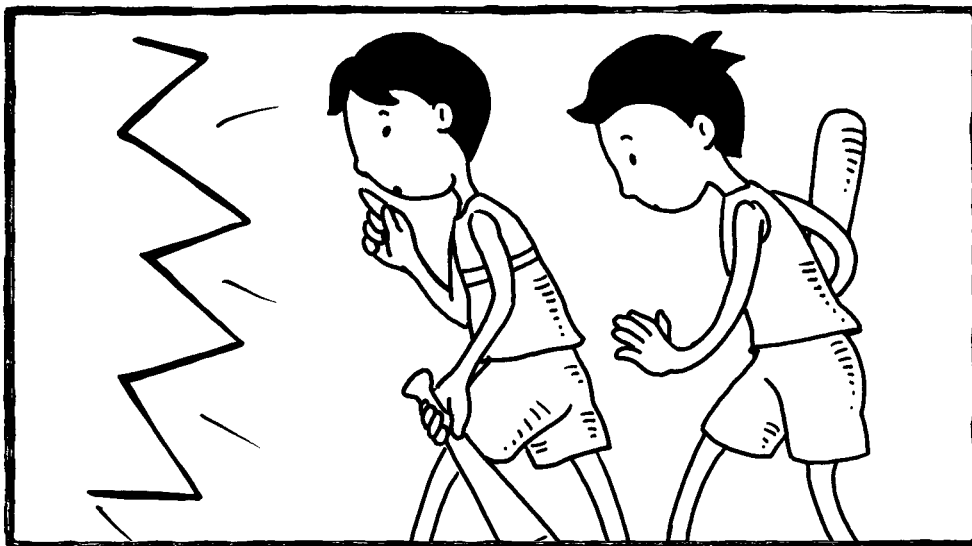


Written by Brian Roberts • Illustrated by Maria Voris

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Noise in the Night

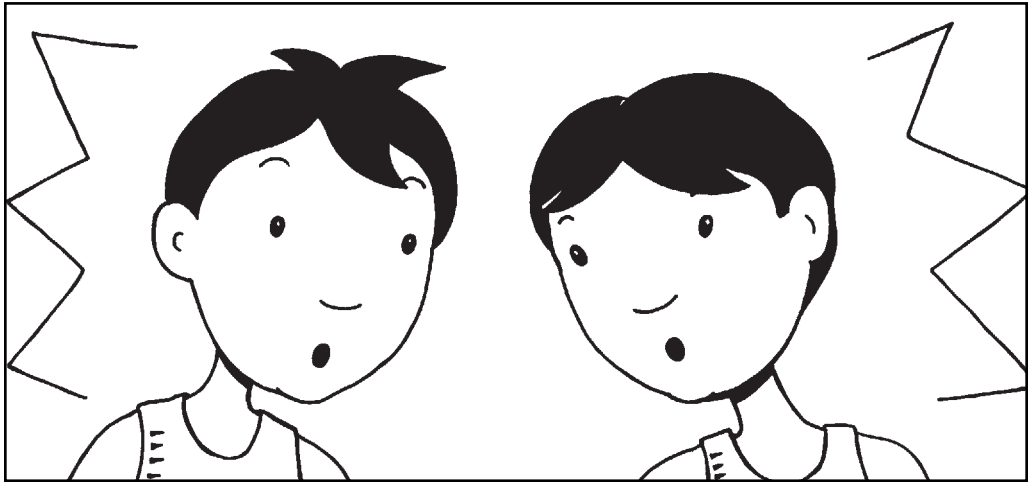
A Reading A-Z Level L Leveled Reader • Word Count: 537




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Noise in the Night



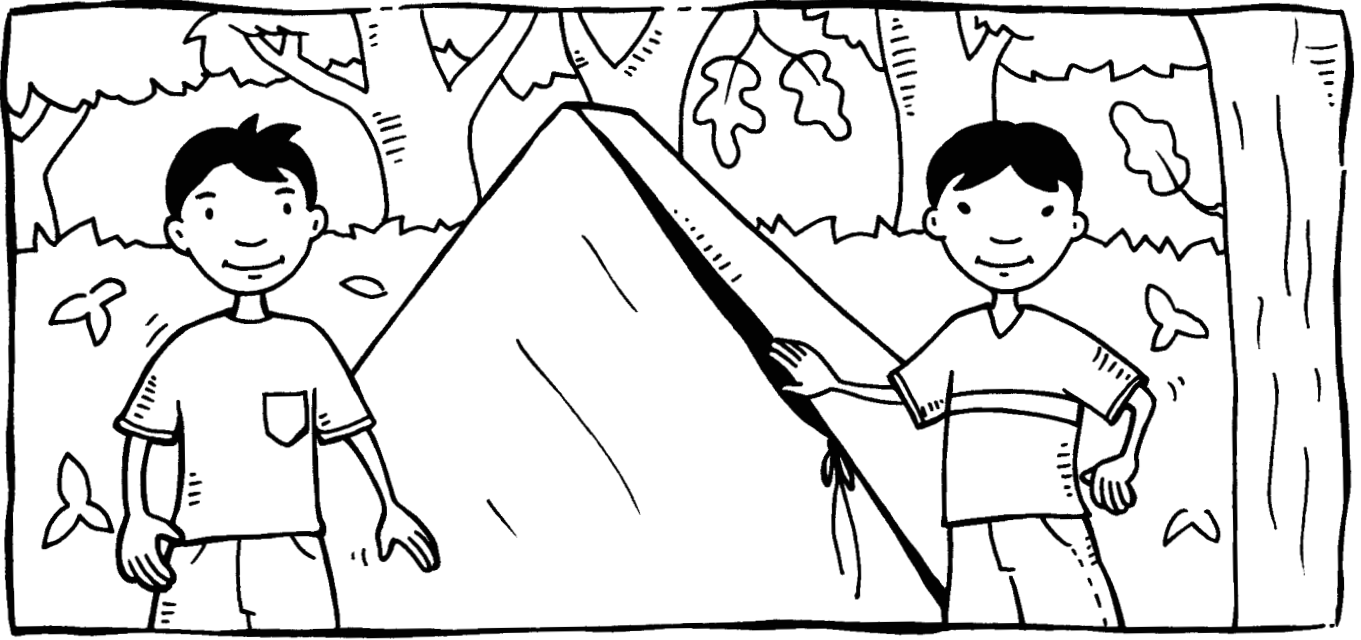
Written by Brian Roberts
Illustrated by Maria Voris

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20	DRA
18	Reading Recovery
K	Fountas & Pinnell

LEVEL 1
Correlation

Noise in the Night
Level 1 leveled Reader
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Illustrated by Maria Voris
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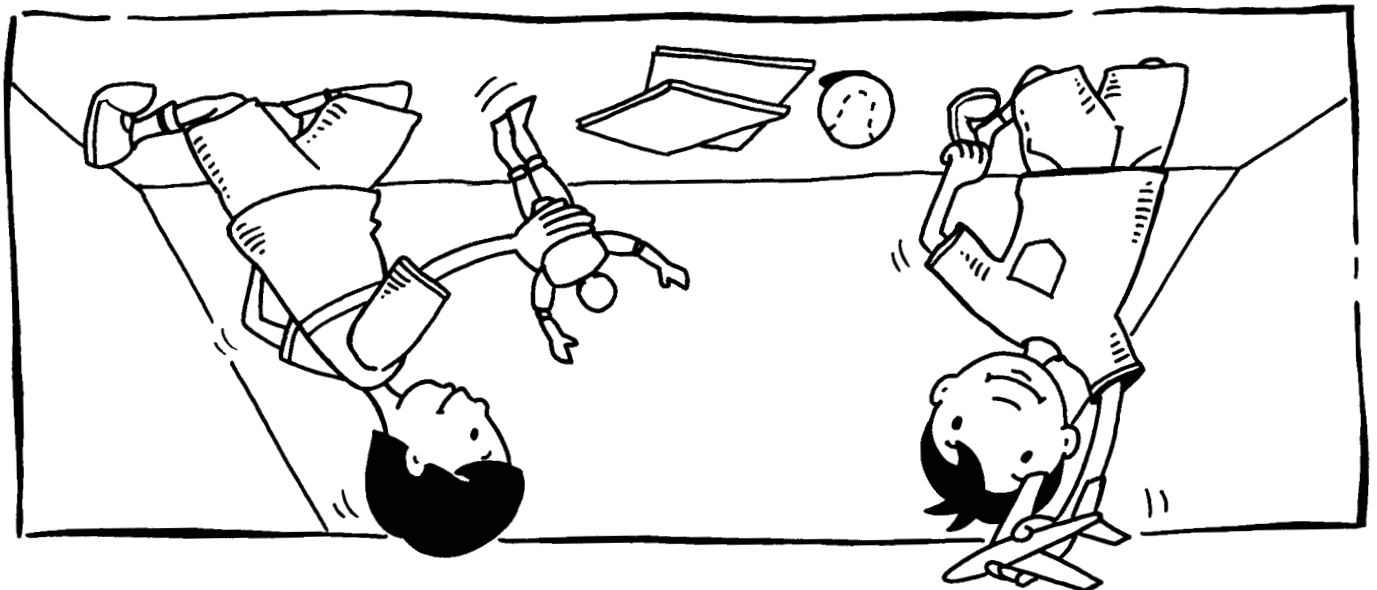


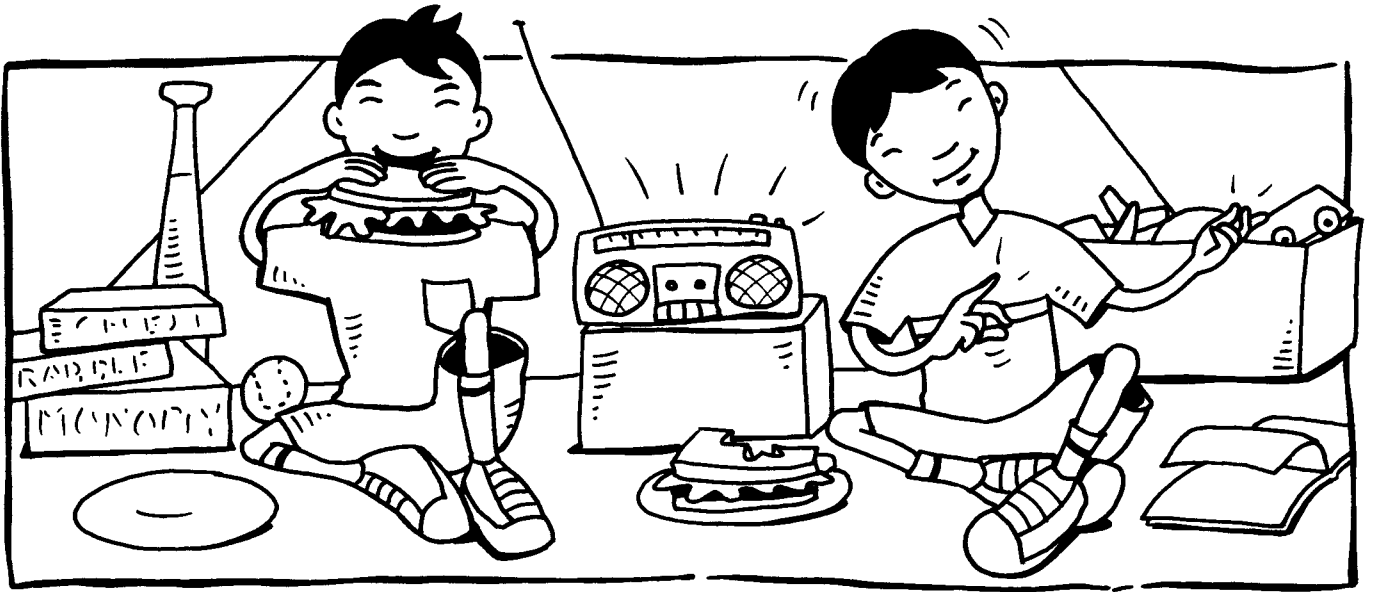
Manuel and Jason put up a tent in Manuel's yard. They put it next to the woods. They put it under a large oak tree.

3

All day long Manuel and Jason played in the tent.
All week long they played in the tent. They loved playing
in the tent more than anyplace else they could think of.

4





They took sandwiches to the tent and ate their lunch there.
 They took games to the tent and played games there.
 They took their radio to the tent and listened to music.

5

Manuel and Jason read books in the tent. They brought their
 favorite toys to the tent. They brought their friends to the tent.
 And their friends brought their pets to the tent.

6



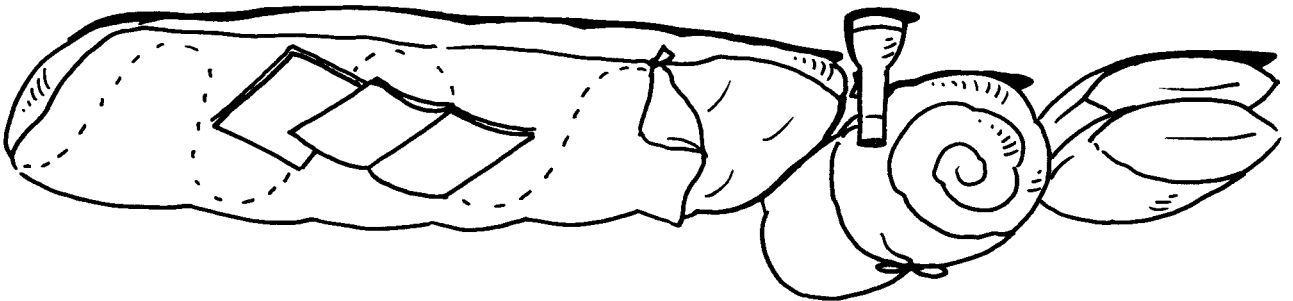


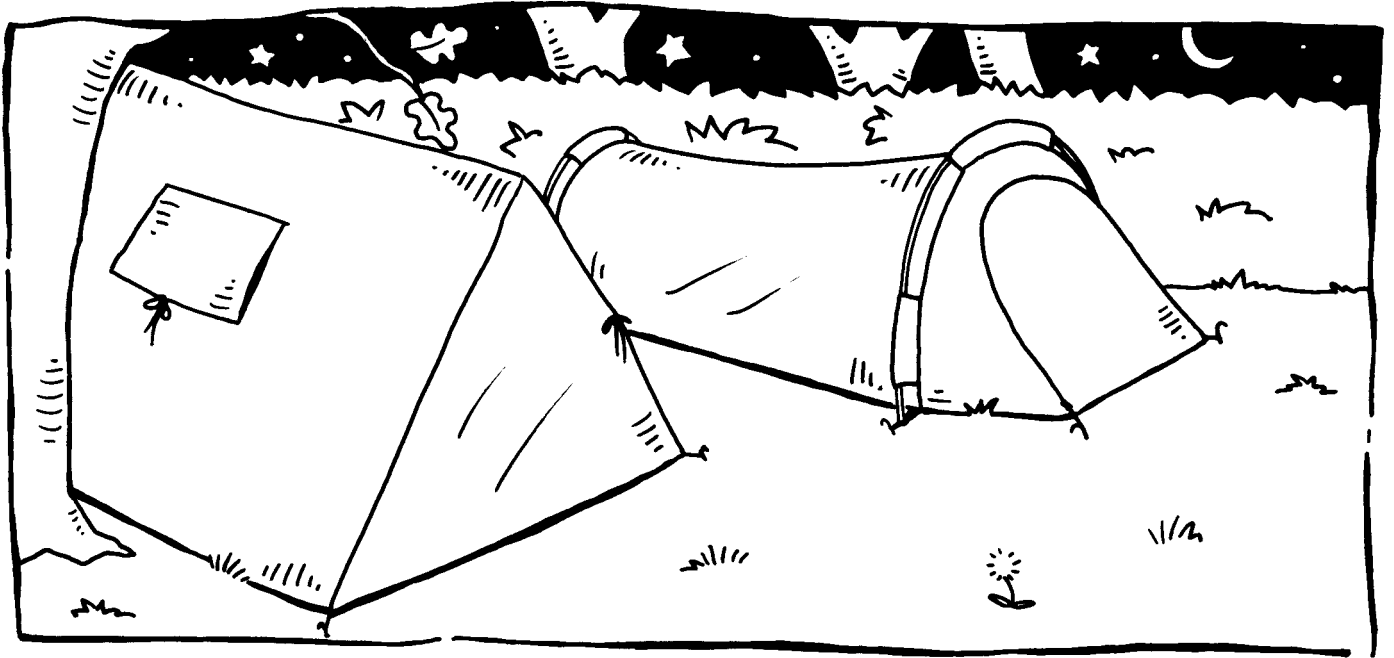
They liked being in the tent more than anything else.
They only left the tent to go to their houses to eat dinner and to sleep. After an early breakfast, they were back in the tent.

7

One day they asked their parents if they could sleep in the tent. Manuel's parents said it was okay. Jason's parents also said it was okay, but only if Jason's dad slept in a tent next to them. So that night, after dinner, Manuel and Jason went to their tent. Later, Jason's dad and the family dog, Baxter, went into a tent next to Jason and Manuel.

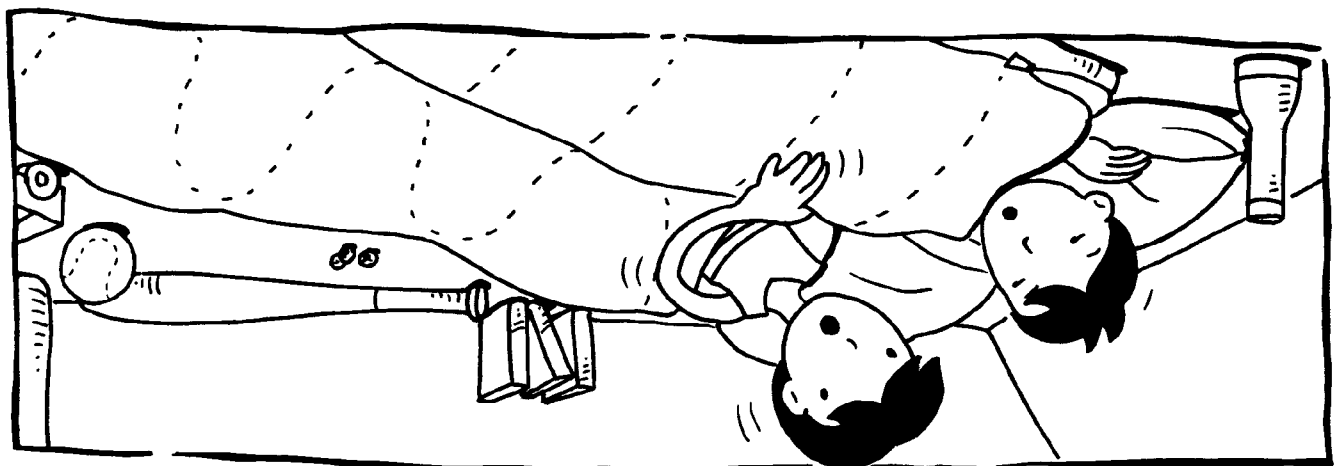
8





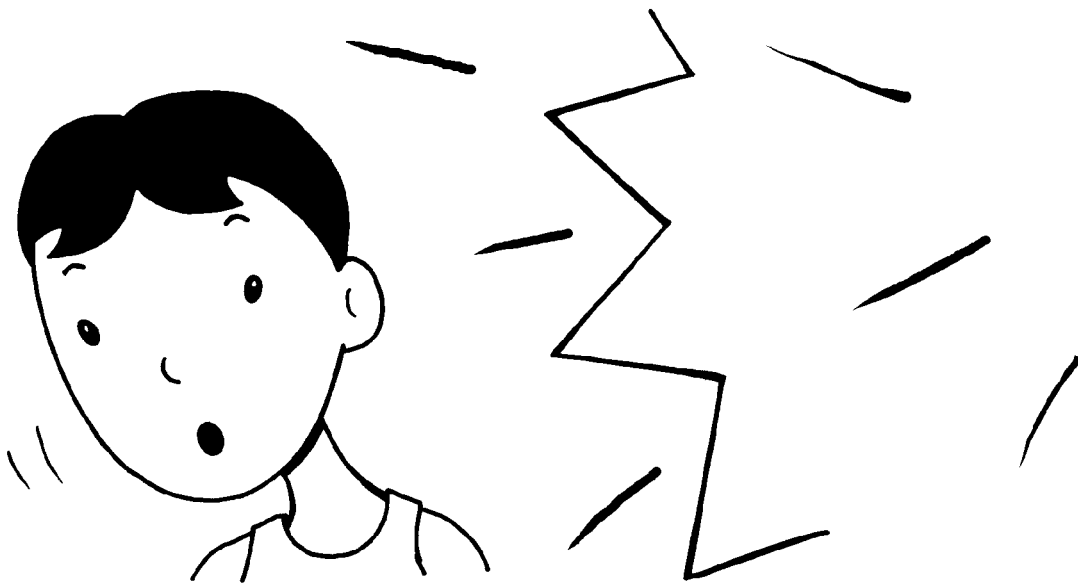
Soon Manuel and Jason fell fast asleep.
And soon Jason's dad and Baxter were fast asleep, too.

9



Suddenly, there was a loud noise, and it woke Jason up.
He reached over and shook Manuel.
“Did you hear that?” he whispered loudly.
“No, I didn’t hear a thing,” said Manuel. “Now, go back
to sleep and stop bothering me.”

10

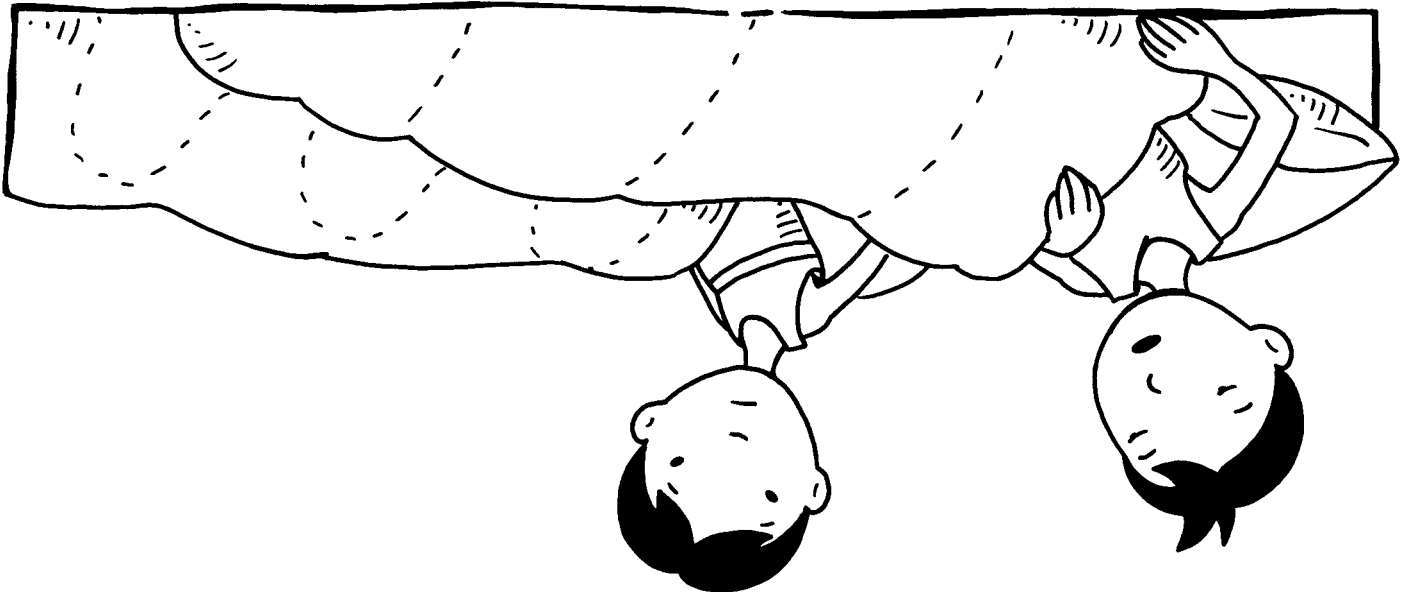


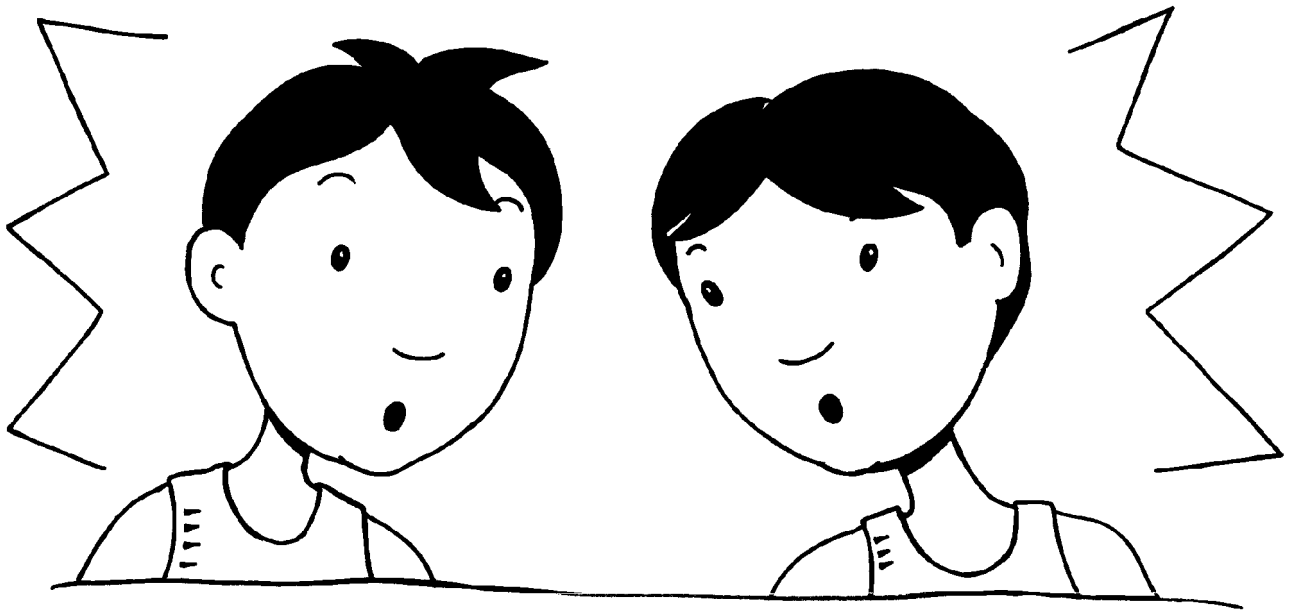
Manuel and Jason went back to sleep. Once again, there was a loud noise. And once again, it woke Jason up. Jason jumped up and frantically shook Manuel. “Wake up,” he said. “I heard it again. Something is out there.”

11

“I didn’t hear anything,” said Manuel. “You must be dreaming. I have an important basketball game tomorrow morning, and I need my rest. Go back to sleep and don’t wake me up again.”

12





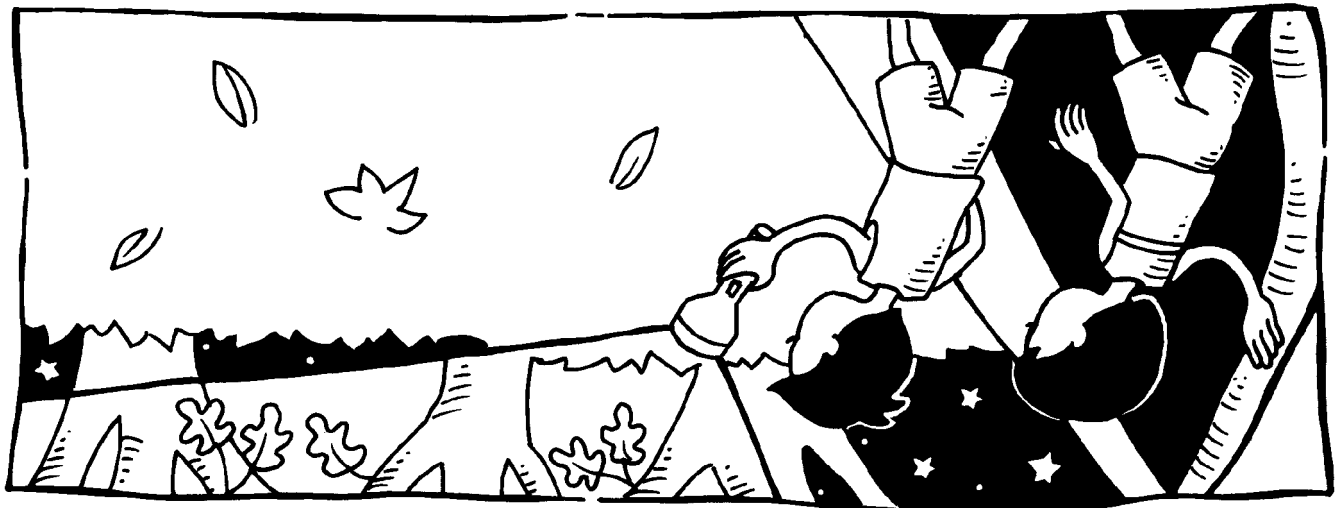
Once again, they fell asleep, but the next time the noise was so loud it woke up both boys. “What was that?” asked Manuel.

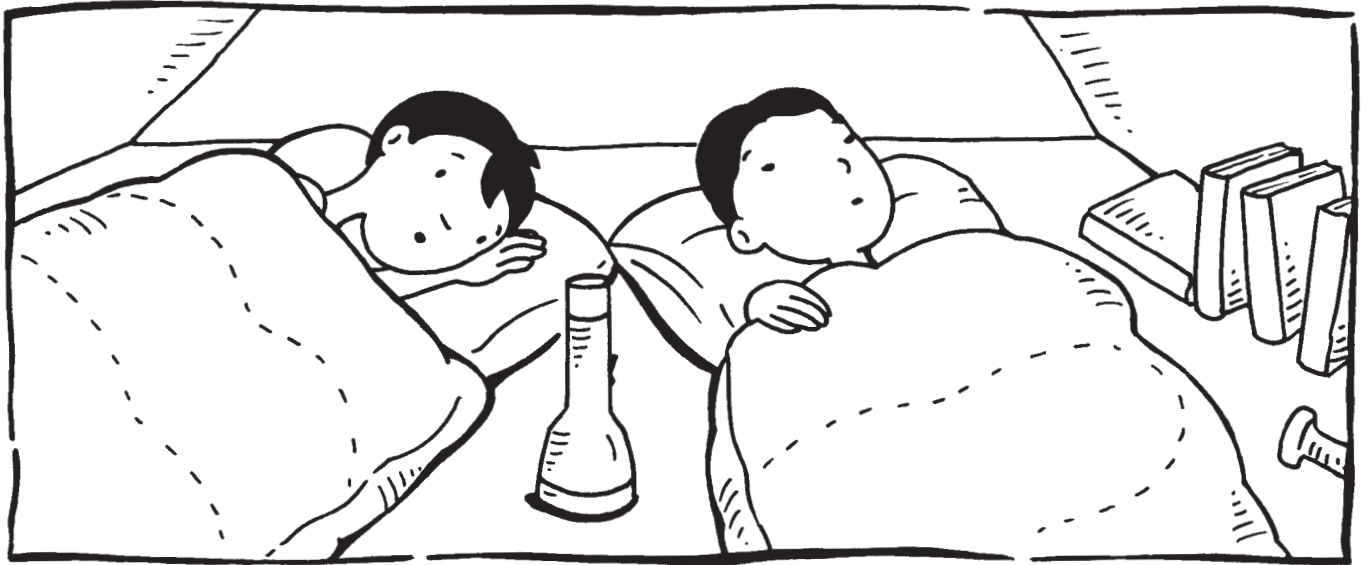
“It’s the noise I heard before,” said Jason.

13

“Something is outside our tent,” said Jason. “Get the flashlight.” They slowly unzipped the tent and looked outside. They shined a light all around. They shined the light into the woods, and they shined the light up into the trees.

14



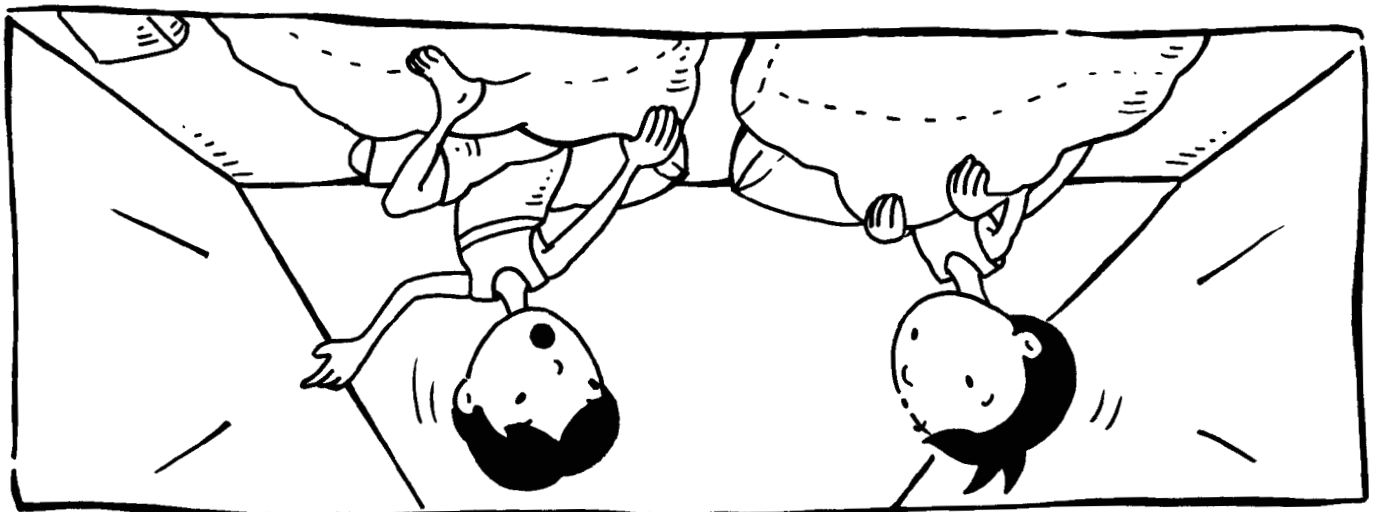


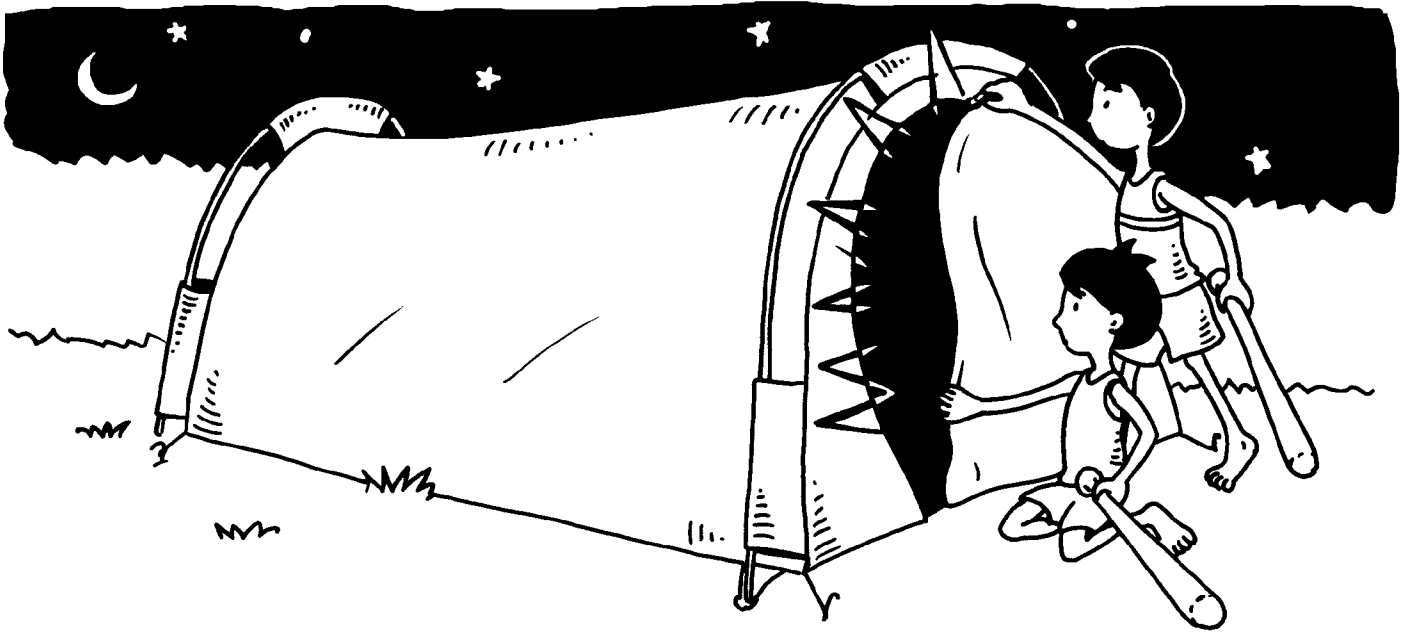
But after looking all around, they saw nothing that could make such a loud noise. So they zipped up the tent and crawled back into their sleeping bags.

15

Then, out of the still of the dark night, they heard the noise again. "Oh, no," said Jason. "Whatever it is, the noise is coming from my dad's tent. Come on. Let's check it out. We have to save him."

16





Both boys grabbed baseball bats and quietly stepped toward the tent. They carefully opened the tent where Jason's dad was sound asleep.

17

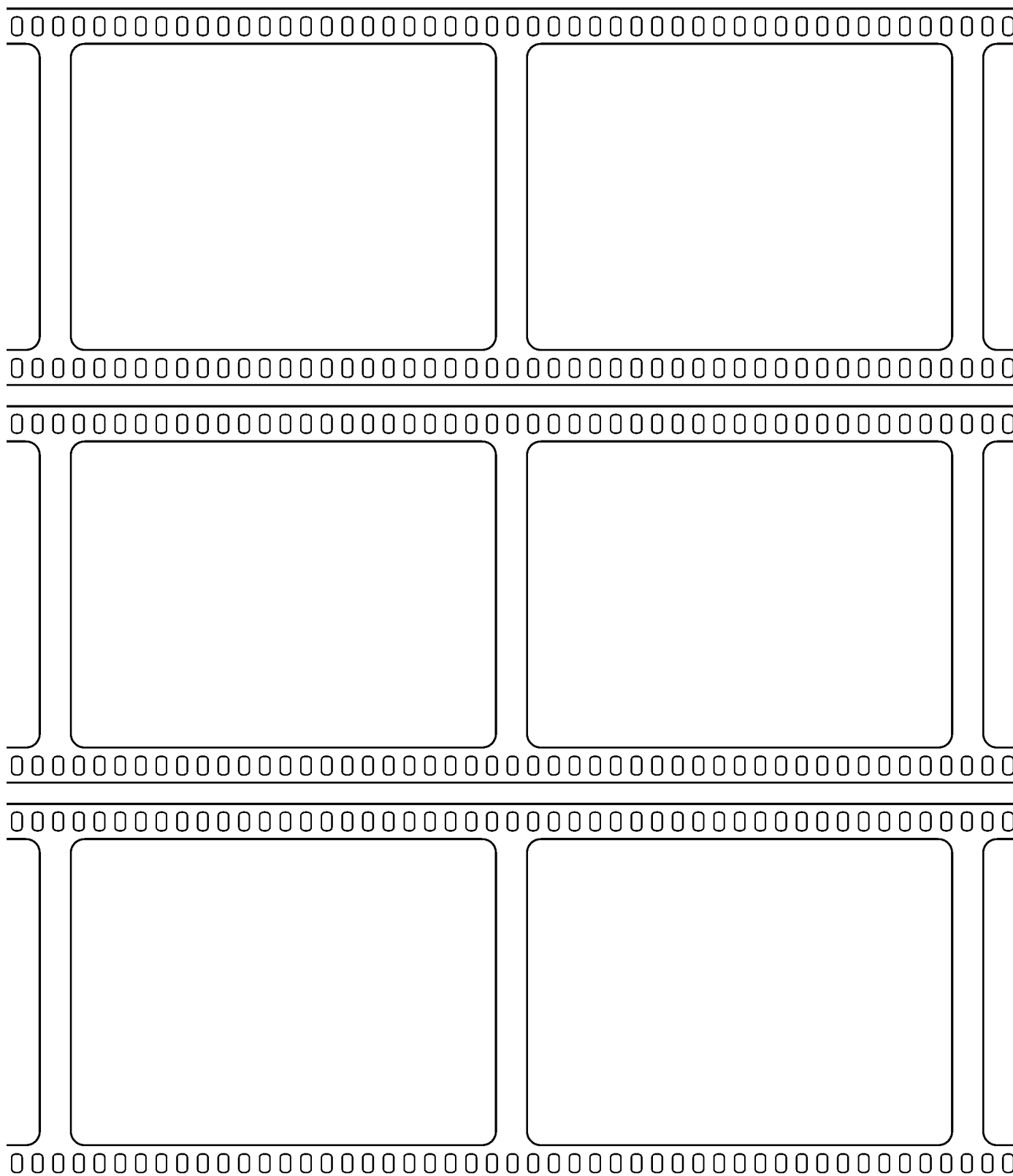
And there, inside the tent, they found the awfully loud noise. "Dad and Baxter sure do snore loudly," said Jason.

18



Name _____

INSTRUCTIONS: Write the book title, author, your name and the date in strip #1. Decide what key events you want to include in your filmstrip. Decide the order of your key events. Draw a picture of each event in the filmstrip openings using the order you decided. Share your filmstrip with others by retelling the story.



NOISE IN THE NIGHT • LEVEL L • 1

SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Look at the words in the word box. Underline the root word in each one.
Write a word to complete each sentence.

snowing	snoring	playing	looking	crying
talking	jumping	reading	shining	zipping

1. We like to talk. We were _____ yesterday.
2. Is that snow? Yes, it is _____.
3. Do you want to read a book? Yes, I am _____
the book.
4. The baby will cry if we leave. The baby is _____.
5. Did you hear Dad snore? Yes, he is _____ loudly!
6. Will you look at my book? I am _____ at it now.
7. Did you zip it up? I am _____ the tent now.
8. Will we jump on the trampoline today? I am _____
on the trampoline right now!
9. Did they shine a light outside? Yes, they are _____
the light into the woods.
10. Do you want to play with me? No, I am _____ with
my sister today.

Insect Life Cycle

A Reading A-Z Level L Leveled Reader

Word Count: 607




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Insect Life Cycle



Written by Chuck Garofano

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Insect Life Cycle



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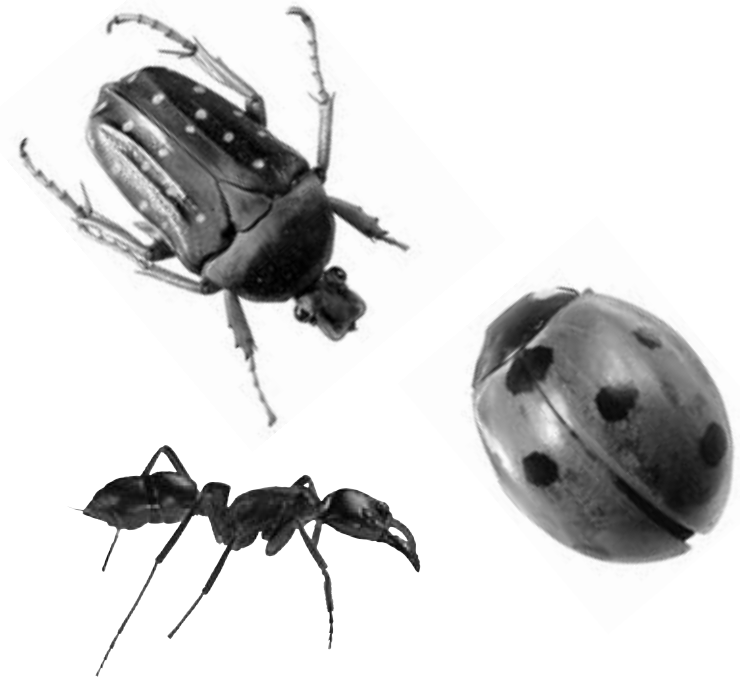
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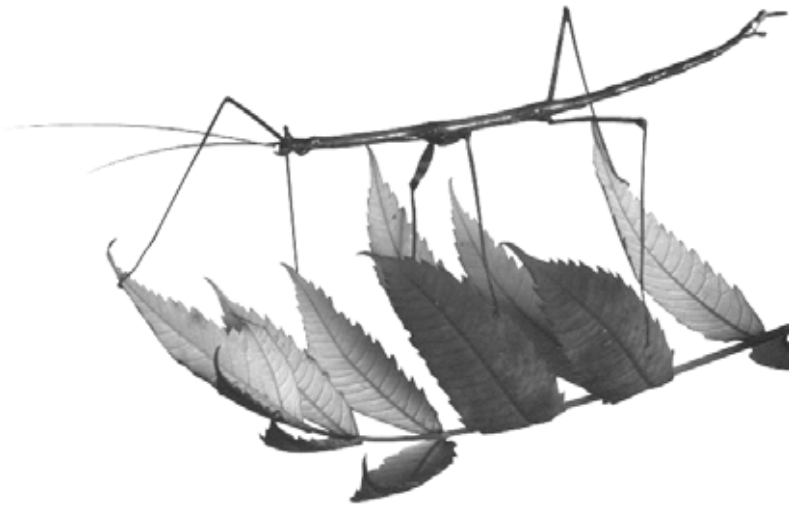


Introduction

When you were born, your body was shaped a lot like it is now. It was smaller, of course, but you had a head, legs, arms, and a torso. When you grow up, your body shape will be about the same.

But some baby animals look nothing like the adults they will become.

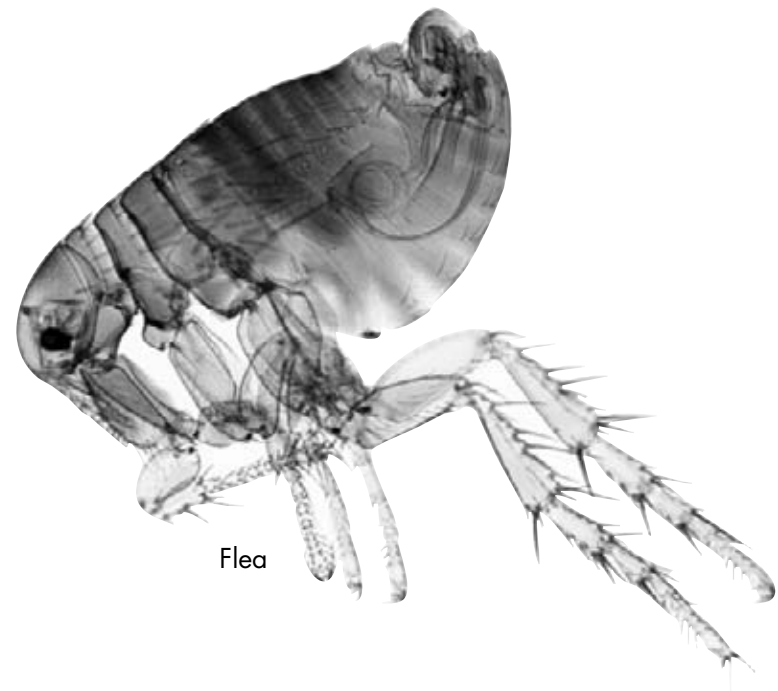
These animals have a different kind of life cycle. A life cycle is the series of changes an animal goes through during its life. Insects have fascinating life cycles. Some insects have a four-stage life cycle. The insect lives as an egg, larva (LAR-vuh), pupa (PYOO-puh), and an adult. Others have a three-stage life cycle. The insect is born as an egg, hatches as a nymph (NIMF), and changes into an adult.



Walking stick

What Are Insects?

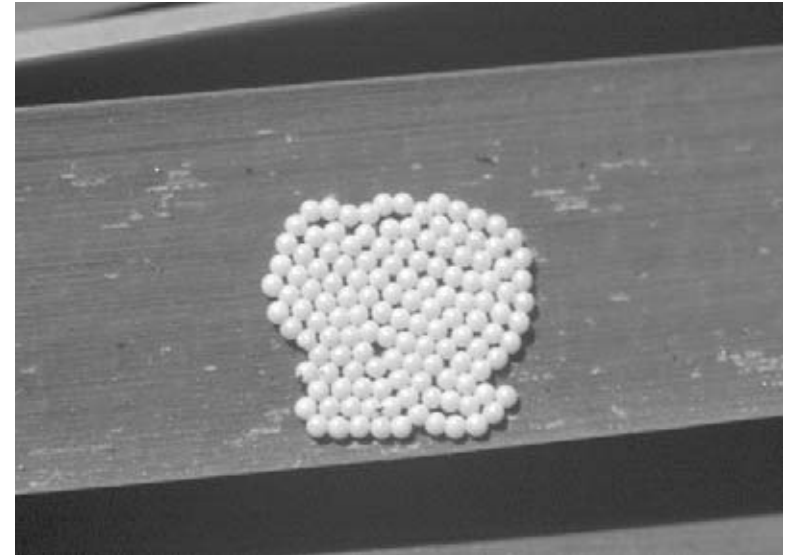
There are more than 800,000 different kinds of insects. They include butterflies and beetles, fleas and flies, crickets and chiggers. Although they come in almost every shape, most insects have a few things in common.



Flea



All insects have six legs. Their bodies are divided into three parts. Most insects have wings and can fly. Most insects also wear their skeletons outside their bodies as hard shells. And all insects begin as eggs.



Moth eggs on cattail leaf

Egg

You can find insect eggs everywhere, if you know where to look. Most insects lay their eggs near the food they like to eat. Moths and butterflies lay eggs underneath leaves. Dung beetles lay eggs in balls of animal poop. Many flies lay eggs on meat. Some insects even lay eggs on other animals.

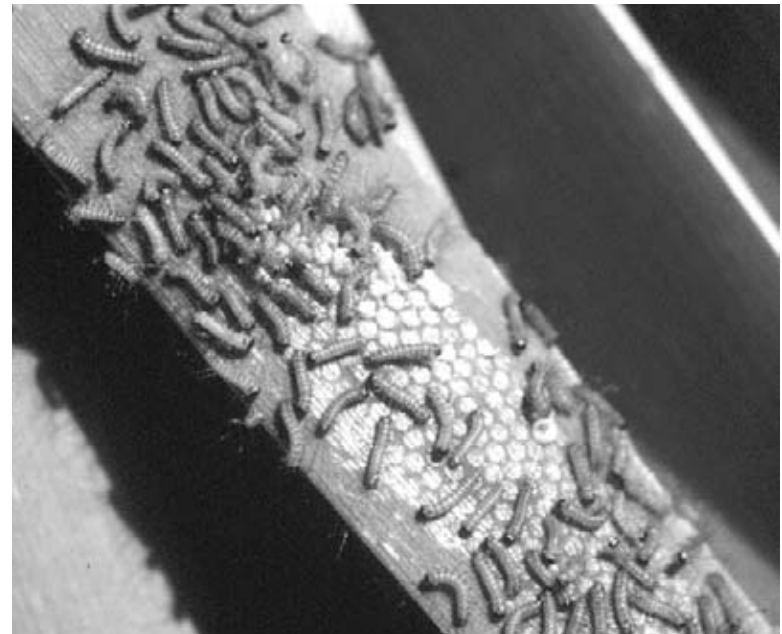
Many insects make special cases to protect their eggs. One insect puts foam around its eggs. You may have seen this “cuckoo spit” in tall grass. Many insects lay eggs in pools, ponds, or streams. Others lay their eggs underground. Rarely, a female insect keeps the eggs inside her body. The eggs hatch, and the young are born alive.



A female horsefly laying eggs

Larva

Most eggs hatch into a worm-like stage called a larva. Caterpillars, grubs, and maggots are larvae (LAR-vee). They have long bodies and many legs. Almost all larvae are eating machines. A larva can eat more than its own body weight in one day.



Newly hatched moth larvae on cattail leaf

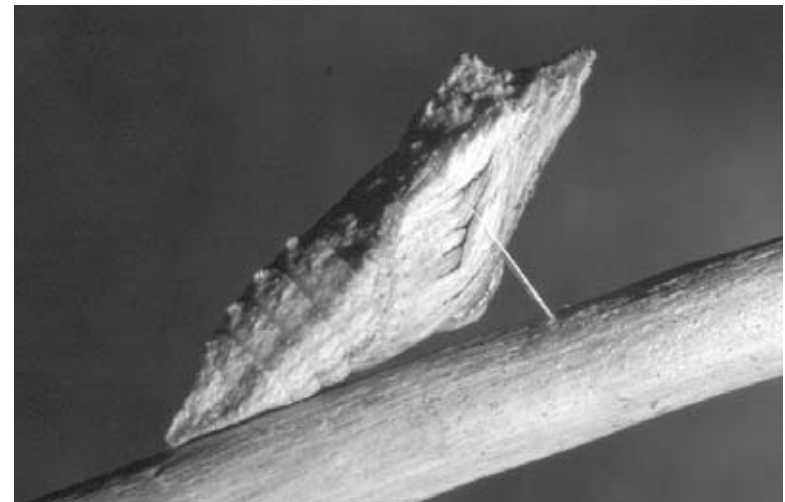


Larva of black swallowtail butterfly

Many larvae can destroy crops. Some larvae suck sap from crop roots. Others devour the leaves. Others eat fruits or vegetables. Beetle larvae can weaken and kill trees. Some moth larvae eat wool clothing. On the other hand, the silkworm, a moth larva, makes silk thread.

Pupa

Once the larva has grown, it must totally change its shape. And it must protect itself while it does so. Many larvae spin cocoons out of silk or grow hard shells. The pupa does not eat and does not move much. But inside, the insect is very busy changing shape. This change is called metamorphosis (MET-ah-MORF-oh-sis).



Pupa of black swallowtail butterfly

Adult

After the metamorphosis is complete, the pupa hatches as an adult. The adult insect has wings, six legs, and three body parts. Many larvae that lived in water will hatch into adults that live on land. Larvae that lived underground will hatch above the soil.



Adult insects will find mates, and the females will lay eggs. Sometimes, this is all the adults do. Mayfly adults live for only one day. Most other insects have longer adult lives. They eat, fly, hunt, and work.



A *Hemiptera* (true bug) nymph feeding on prey

Nymph

In the three-stage life cycle, eggs do not hatch as larvae. They hatch as nymphs, which look like small adults. Some nymphs do not have full wings. Others, such as the dragonfly nymph, may live underwater.

Nymphs do not turn into pupae. Instead, they shed their skin as they grow. Each time they shed their skin, they look more like an adult. Slowly, the nymph transforms into an adult.



Adult dragonfly

Shed skin from a dragonfly nymph

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Name _____

INSTRUCTIONS: Using the clues below, write the steps in the three- and four-stage life cycles in the proper order.

Becomes a larva

Goes through pupa stage

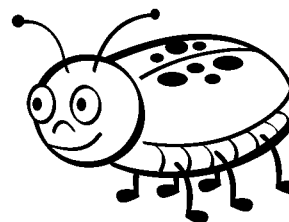
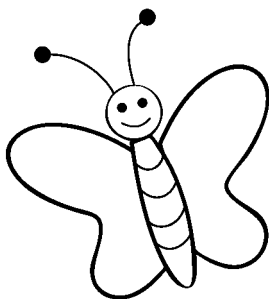
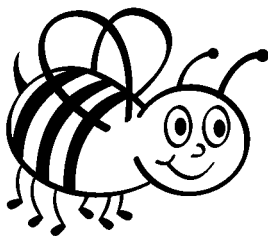
Eggs are laid

Becomes a nymph

Becomes an adult

Three-Stage Life Cycle

Four-Stage Life Cycle



Name _____

INSTRUCTIONS: Write the word from the list on the right next to the word on the left to make a compound word.

any _____

in _____

butter _____

some _____

may _____

life _____

a _____

wing _____

lady _____

be _____

every _____

fly

be

body

span

one

come

times

side

live

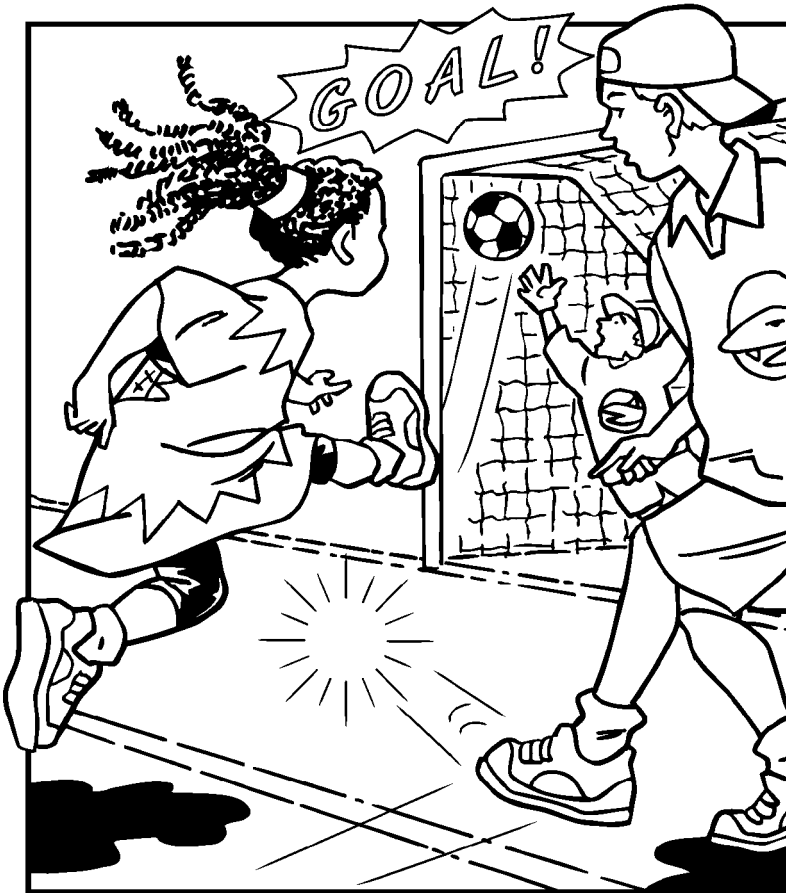
time

bug

Jessica Loves Soccer

A Reading A-Z Level L Leveled Reader

Word Count: 514



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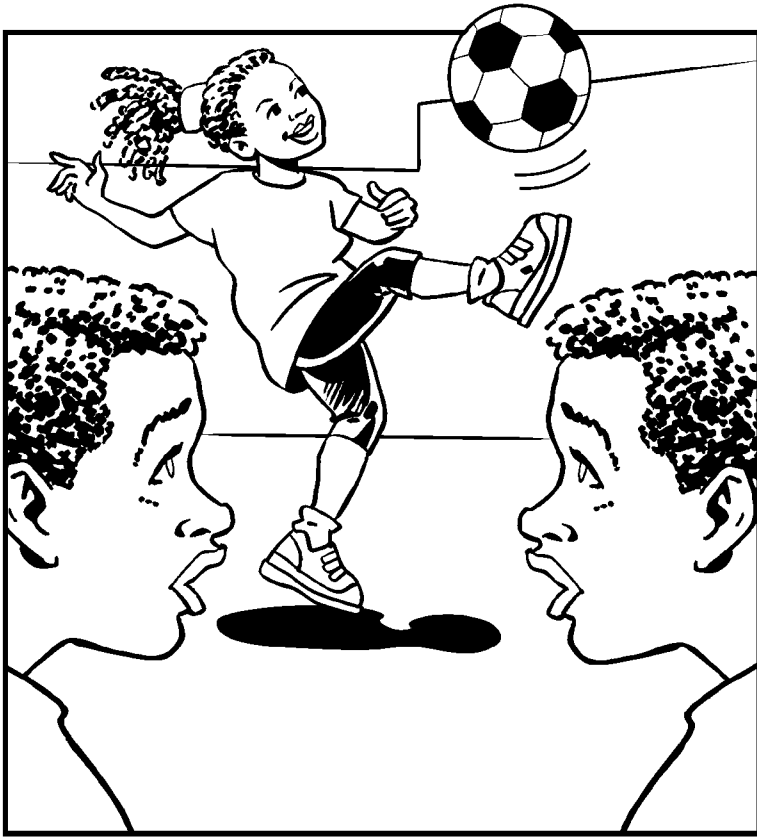
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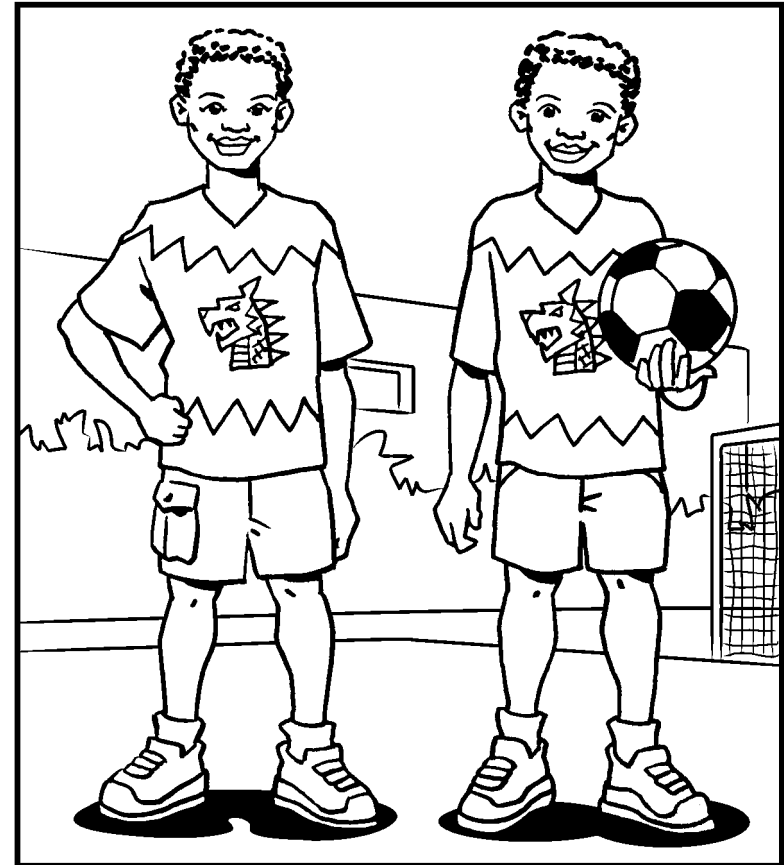
LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20



Jessica loved playing soccer.
She often played with her older
twin brothers, Jason and Jamal.

“Jessica is a good soccer player,”
said Jason.

“Yes, for a girl,” added Jamal.



The twins played for the under-tens
neighborhood soccer team. They
were called the Red Dragons.

Their team had reached the final
of the City Soccer Championships.
They would be playing the Sharks.



On the morning of the big game, the twins were very excited.

When they arrived at the soccer field, they knew something was wrong. Their coach, and the rest of the team, looked very miserable.

“What’s wrong?” asked Jason.



“Four of our players have chicken pox,” said Coach. “We only have ten players. The rules say we must have eleven players. If we don’t have eleven, we can’t play. The Sharks will then win the Championship.”



"We've thought of everything,"
said Mike, the team captain.
"There's nobody under ten that
can play for us."
"I'll play for you," said a little voice.

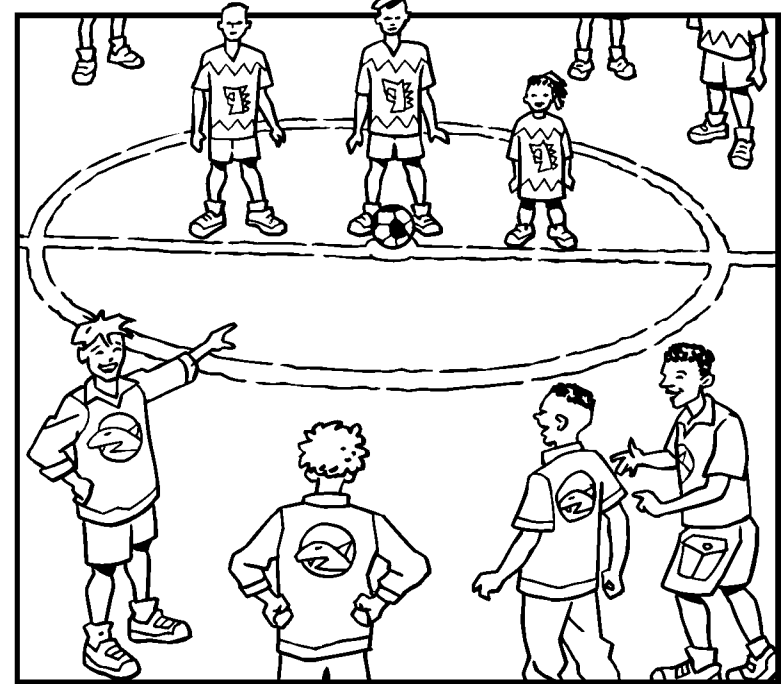


It was Jessica.
Everyone laughed.
"She's a girl," said Mike.
"She's so small," said Dan.
"But she's a good player,"
said Jason.
"... for a girl," said Jamal.



"It doesn't matter if she doesn't even kick the ball. With eleven players, we'll be able to play the game. Welcome to the Red Dragons," said Coach.

Jessica beamed a huge smile.

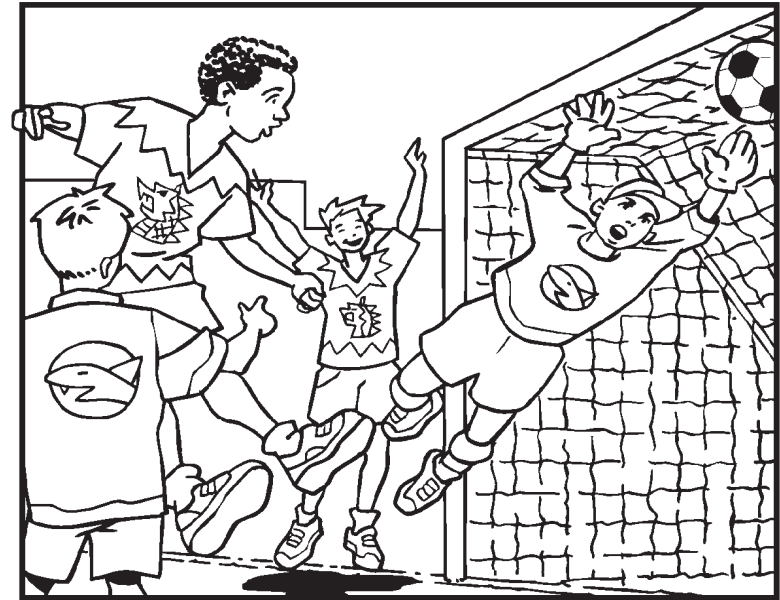


Coach told Jessica not to move from the center circle. She was not to kick the ball. She was there to make up the numbers. The teams lined up, ready to play. The boys on the Sharks team pointed at Jessica. They laughed at her because her shirt was so big. It reached her knees.



The Sharks were a very good team. After only five minutes of play, they scored a goal.

The Dragons were missing some of their best players. At half time, the score was Sharks: 2, Dragons: 1. Jessica had not touched the ball.



In the second half, the Dragons were determined to try harder. And since Jessica was told to just stand in the center circle, it was like the team was one player short.

With five minutes to play, Jason kicked the ball high across the Sharks' goal. Jamal jumped as high as he could. He hit the ball hard with his forehead.

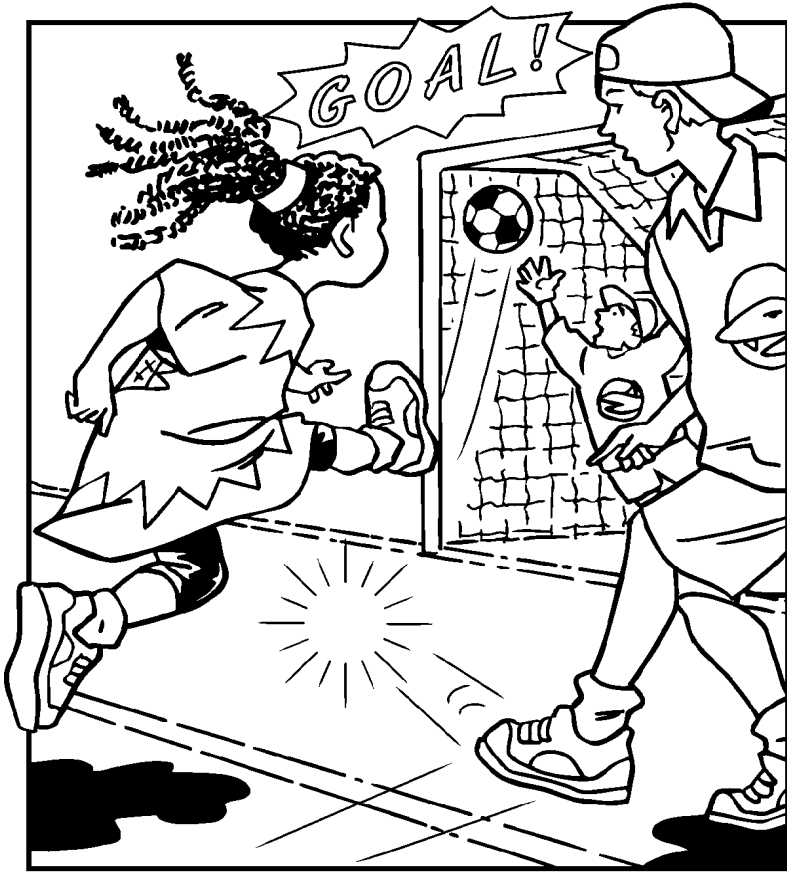


The ball whizzed past the Sharks goalkeeper. Jamal scored a spectacular goal to make the score Sharks: 2, Dragons: 2.



Jessica decided it was time to help. She left the center circle. The Sharks didn't notice her moving toward the goal. Even her teammates didn't notice her.

It was as if she were invisible.



One of the Sharks kicked the ball back to his goalkeeper. Jessica ran to the ball and reached it before the goalie. Jessica kicked the ball as hard as she could. The Sharks' goalie dived to stop the ball.



Jessica's kick was too powerful. She scored the winning goal. The referee blew his whistle to end the game. The Dragons were the Champions.

"You are a great soccer player," said Coach.

"Yes, for a girl," added Jamal.

Name _____

INSTRUCTIONS: Circle the best word or words to complete the sentences correctly.

1. Jessica has (two three) twin brothers, named, Jamal and Jason.
2. Jessica is a good soccer (playmate player).
3. The coach needs (four eleven) players.
4. The twins played for the (under-tens under-elevens) neighborhood soccer team.
5. The Sharks (laughed smiled) at Jessica's shirt.
6. Coach told Jessica (to move not to move) from the center circle.
7. The Sharks were a very (good bad) team.
8. At half time, the Sharks had a (higher lower) score than the Red Dragons.
9. A spectacular goal is a (great long) goal.
10. Jessica decided it was time to (help stop).



Name _____

INSTRUCTIONS: Read the following sentences. There are some errors in the use of proper and common nouns. Rewrite the sentences correctly, so that the proper nouns have capitals and all the common nouns have small letters.

1. Our book is called, jessica loves soccer.

2. The book is written by a Man called, joe slade.

3. There are three children, jessica, and her twin brothers, jamal and jason.

4. jessica, jamal and jason play soccer.

5. The twins are on a soccer Team called the red dragons.

6. Their friends, mike and dan are also on the team.

7. The coach let jessica play Soccer.

8. Jamal scored a spectacular Goal.

Big Machines

A Reading A-Z Level L Leveled Reader

Word Count: 550



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Big Machines



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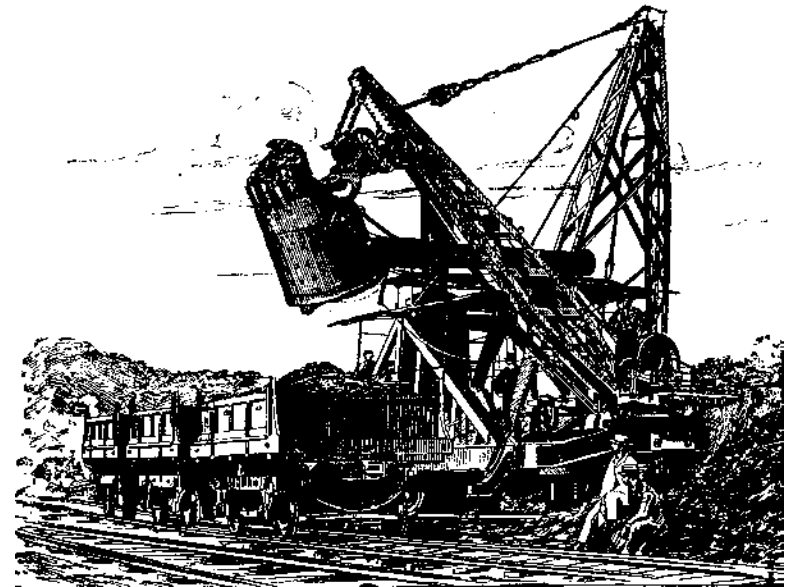
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This is the kind of machine used 100 years ago to move earth. The machine was driven by steam. It had a water tank and a coal tank. The coal was used to heat up the water to produce the steam.

Introduction

Work is done when something is moved from one place to another. Machines are used to do the work. They move things from one place to another. Some things are easy to move. Other things are not.



Small machines are used for smaller jobs. Things like shovels are simple machines. They do not have many moving parts.

Big machines are used to move heavy things. They are used to build tall buildings. They are used to build roads and bridges. They are used to take resources from the earth.





Building Tall Buildings

It takes many big machines to build a tall building. Large power shovels called excavators dig deep holes in the ground. Some power shovels have huge buckets that can scoop a swimming pool-sized pile of dirt in one scoop. Others have clam-like buckets that take big bites out of the earth.

Do You Know?

A bulldozer can move more dirt in 15 minutes than a person can shovel in five days.



Bulldozers are machines that move the dirt around. Giant dump trucks carry the dirt away. Concrete trucks carry concrete to the work site. Flatbed trucks carry steel beams and rods to the work site. Large cranes lift steel beams into place. They also carry buckets of concrete to workers high above ground.

Building Roads

It takes many kinds of large machines to build a road. Large scrapers are used to get rid of trees and brush. They also are used to get rid of small hills. Loaders are used to dig up dirt and rocks. They put dirt and rocks into giant dump trucks that carry it away. Some dump trucks are so big that they can carry enough dirt to equal the weight of 20 elephants.



Graders smooth out the roadway, and pavers lay the road surface onto the roadway. A roller following behind the paver presses down on the new road surface to make it smooth and flat.



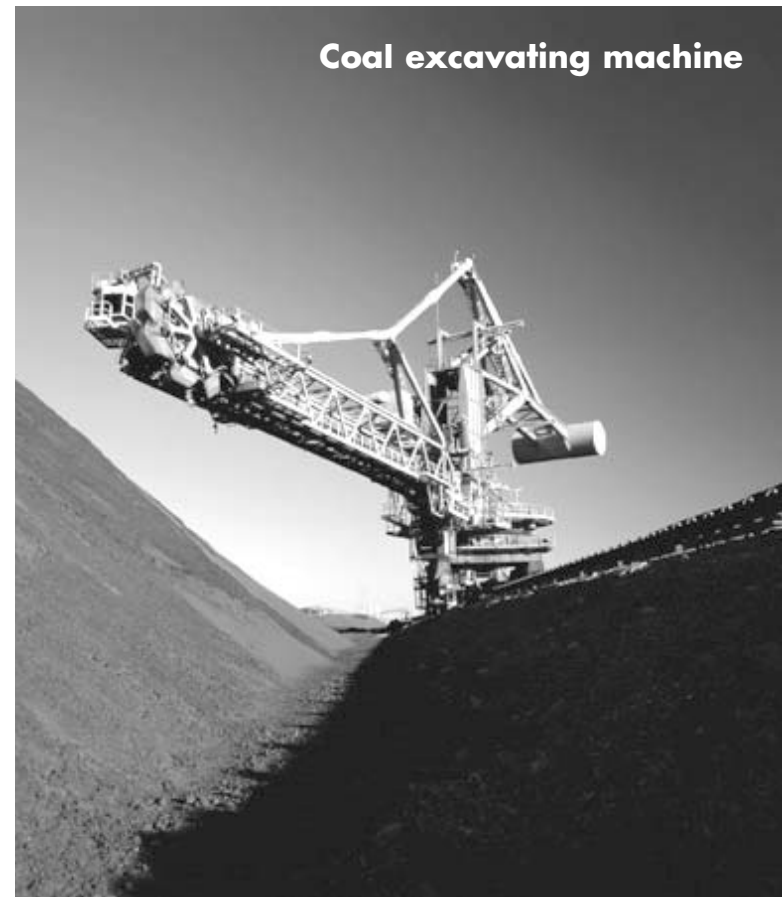


Oil rig

Taking Resources from the Earth

There are many resources we need that are buried deep inside the earth. We need big machines to get resources out. Oil drilling rigs are set up to remove oil.

Large drills are used to get coal out of mines. Very large excavators dig up the earth in search of resources. Huge dump trucks then carry the resources to where they can be used to make products.



Coal excavating machine



Tugboat

Big Machines on Water

There are big machines that move things on the water. Tugboats are machines that move other things over water by pulling and pushing. They pull barges. They push and pull large ships.

Ocean liners are large ships that move people. Oil tankers are huge ships that carry massive amounts of oil. And container ships are stacked high with containers that carry things from place to place.



Oil tanker



Big Machines in the Air

Large airplanes carry people and cargo. A 747 is a giant passenger jet that can carry 400 to 450 people. The C-5 is a huge cargo plane. It is almost as long as a football field. Helicopters are flying machines too. The skycrane is a helicopter that is used to lift heavy objects. It can lift 15,000 pounds. It is used to carry things like bulldozers and power line towers into hard-to-reach places.



Do You Know?

Most big rigs have 18 wheels or more. Can you imagine running over a bed of nails? That's a lot of tires to change!

You can see that many large machines are at work moving things from place to place. But probably the most common is the big rig. The big rig is made of two parts—the tractor and the trailer. Big rigs carry goods over roads that wind around the world.

Name _____

INSTRUCTIONS: Fill in the blanks as you read each section of the book.

Introduction

1. Machines are used to do _____.
2. A shovel is a small, simple _____.

Building Tall Buildings

1. Large power shovels called _____ dig deep holes.
2. Bulldozers move _____ around.

Building Roads

1. Large _____ are used to get rid of trees and brush.
2. _____ smooth the roadway.

Taking Resources from the Earth

1. Oil is removed from the earth by an oil _____ rig.
2. Large drills get _____ out of mines.

Big Machines on Water

1. A _____ pulls and pushes barges.
2. Ocean _____ are large ships that move people.

Big Machines in the Air

1. A 747 _____ jet can carry 400-450 people.
2. A C-5 is a huge _____ plane.

Name _____

INSTRUCTIONS: Draw lines to connect the antonyms.

fat

slow

good

tiny

wet

short

hot

bad

massive

outside

fast

take

inside

thin

long

dry

day

cold

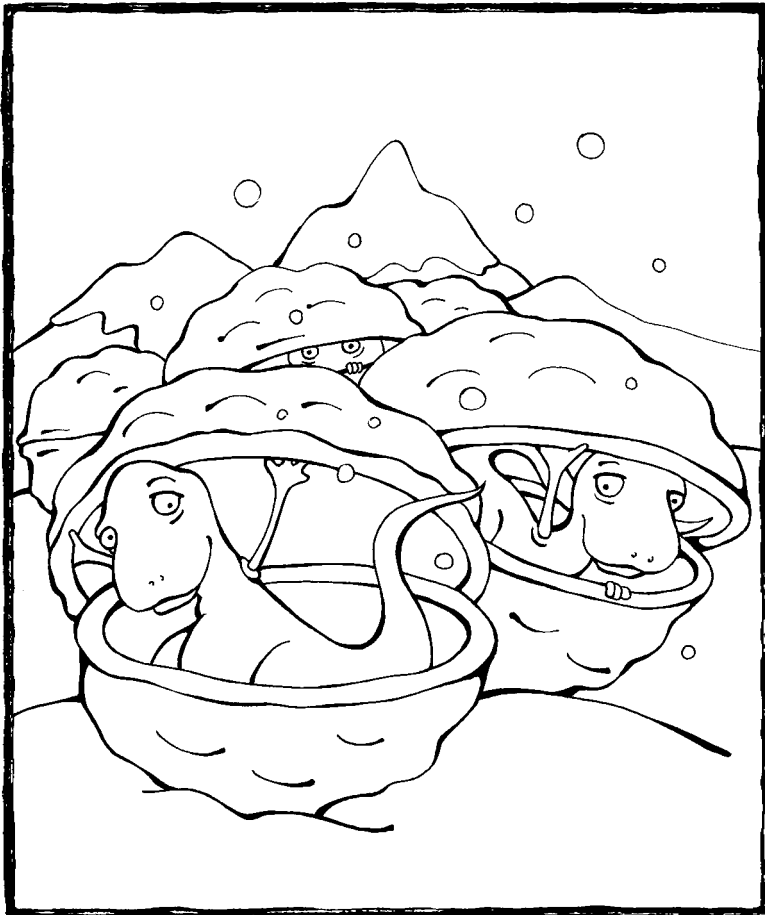
give

night

The Tinosaur

A Reading A-Z Level L Leveled Reader

Word Count: 558

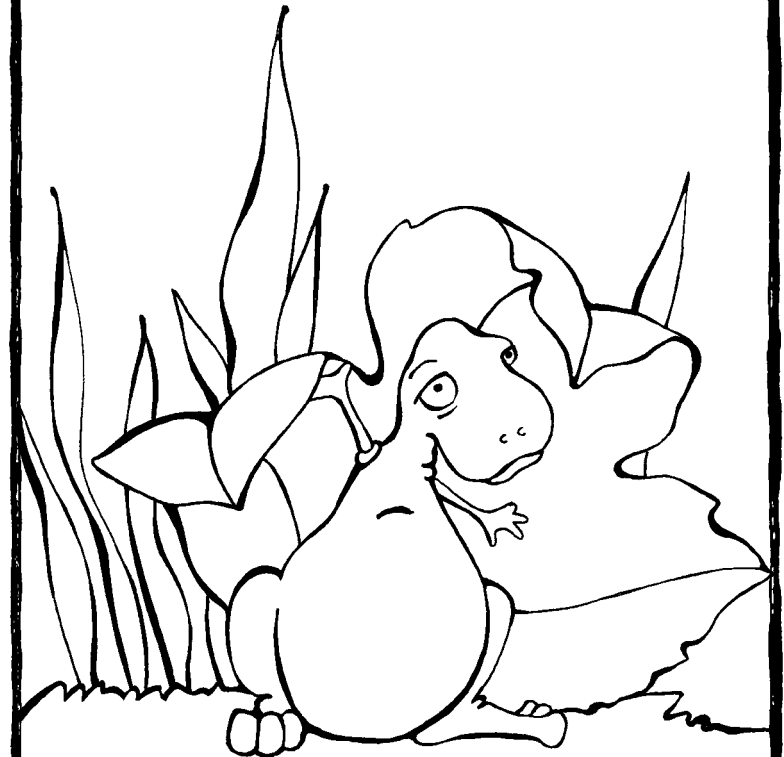



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LEVELED READER • L

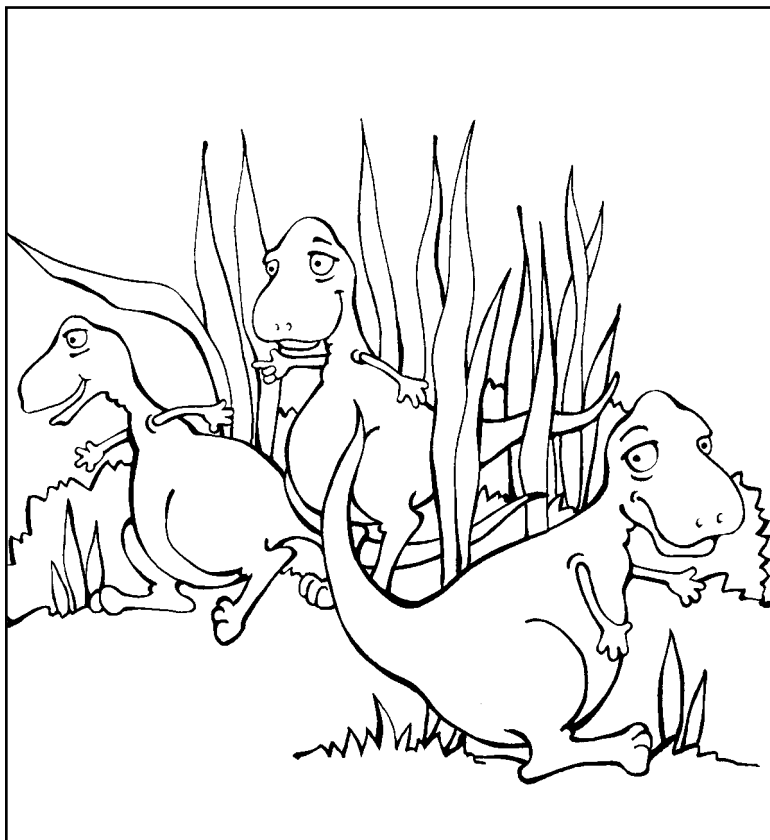
The Tinosaur



Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte

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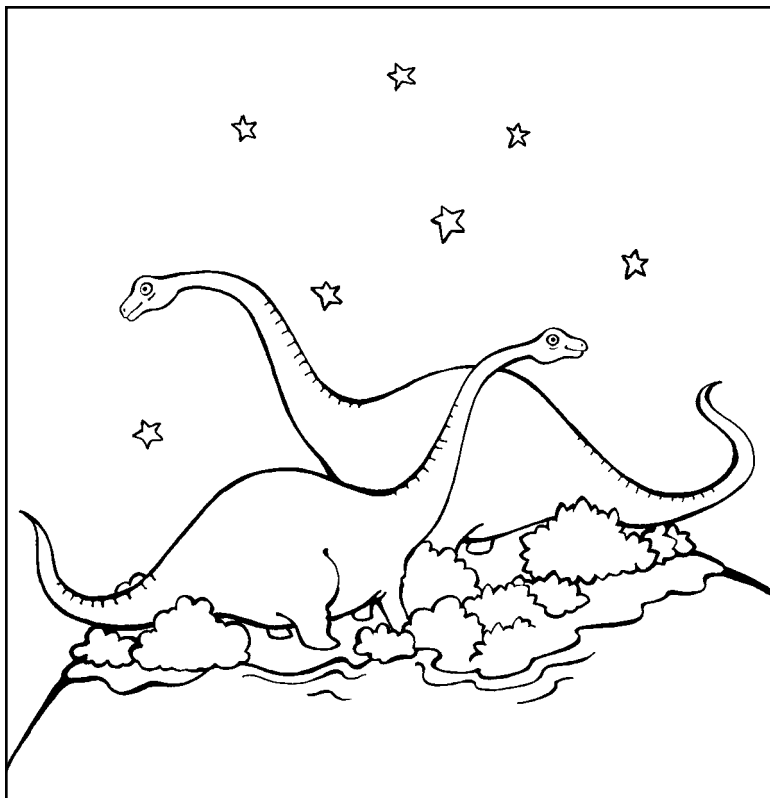
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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

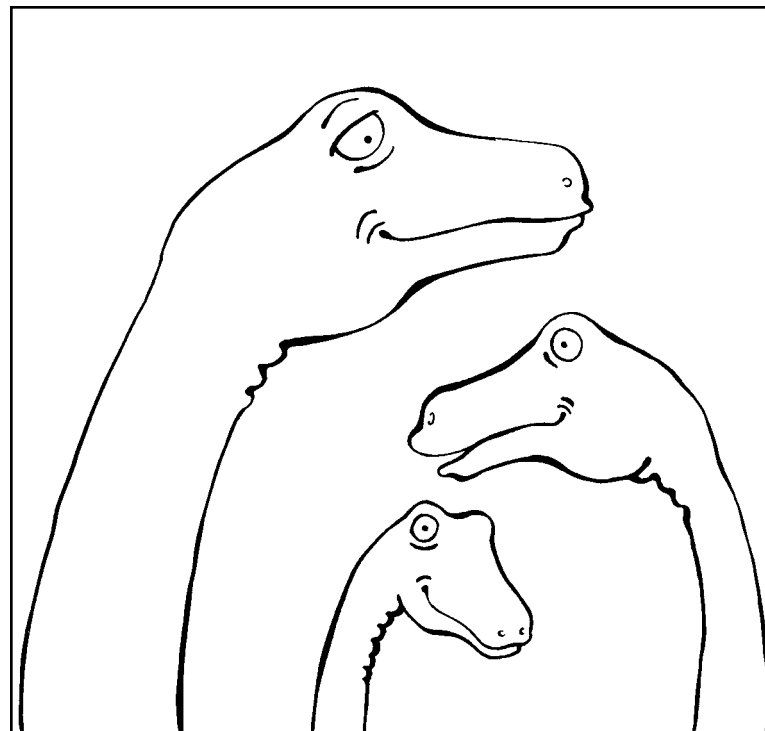


Once the Earth was nothing more
than one big swamp.

There were no people.

There were no roads and no houses.

The land was filled with dinosaurs,
big and bigger—mostly bigger.



There were Supersaurs, Brachiosaurs,
and the Brontosaurus.

All of them were big—very, very big.

The biggest of the big were the
Ultrasaurs. They were so big that the
word “big” is not big enough.

They lived in a big world.



Life was fairly easy for the big dinosaurs.

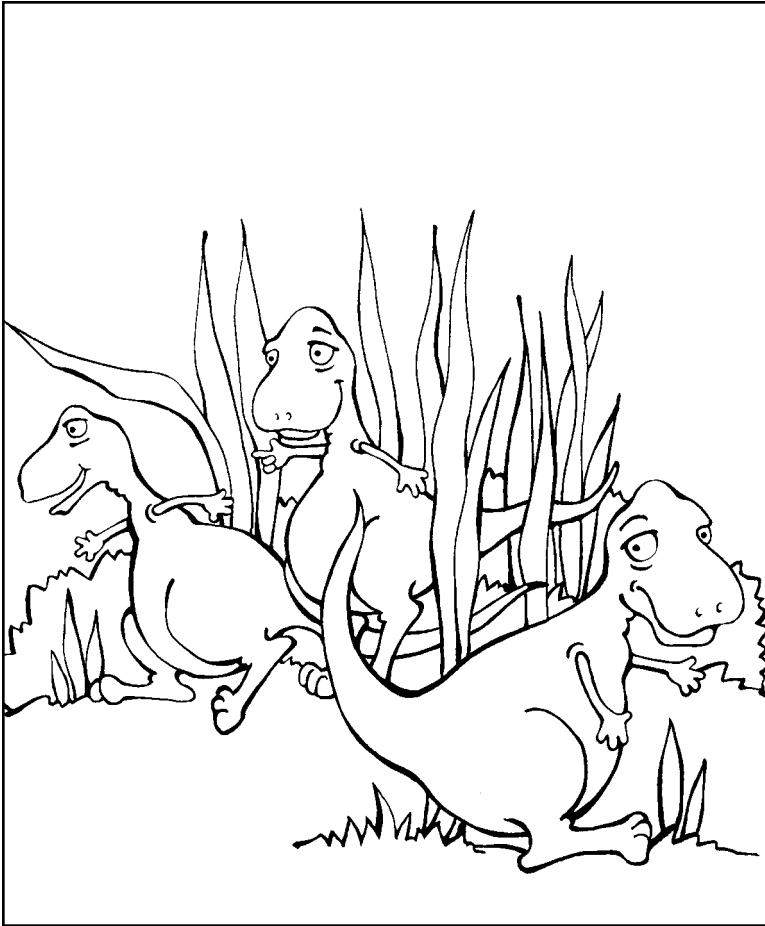
There were big plants to eat, and big lakes and rivers to drink from.

Life was good for the big dinosaurs.



As big as the big dinosaurs were, there were those that were small. In fact, they were smaller than small. They were tiny.

These little creatures were called Tinosaur.



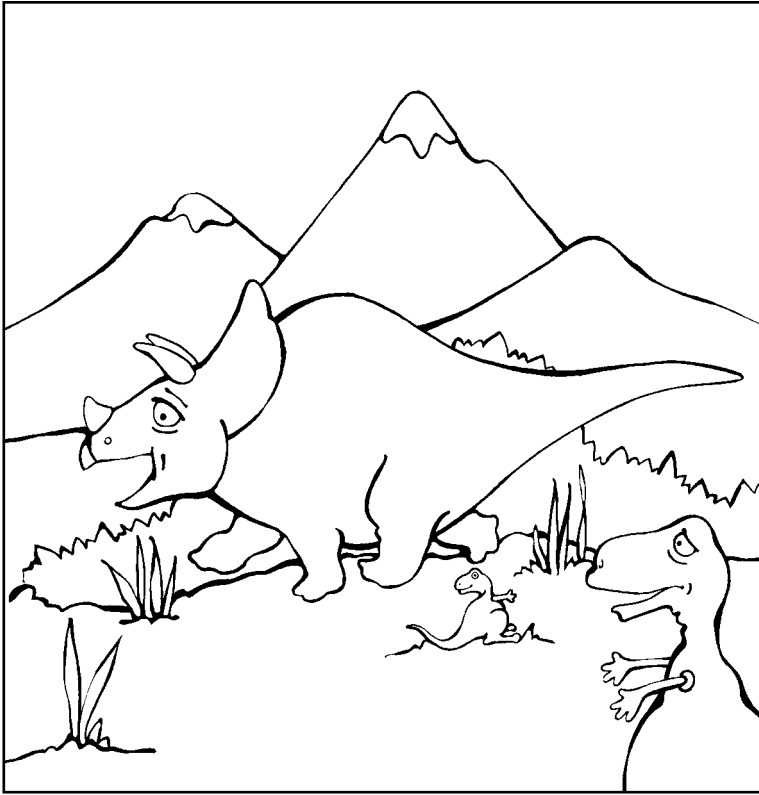
They would run here and there
looking for food.

The best food was large walnuts.
The walnuts were bigger than even
they were.



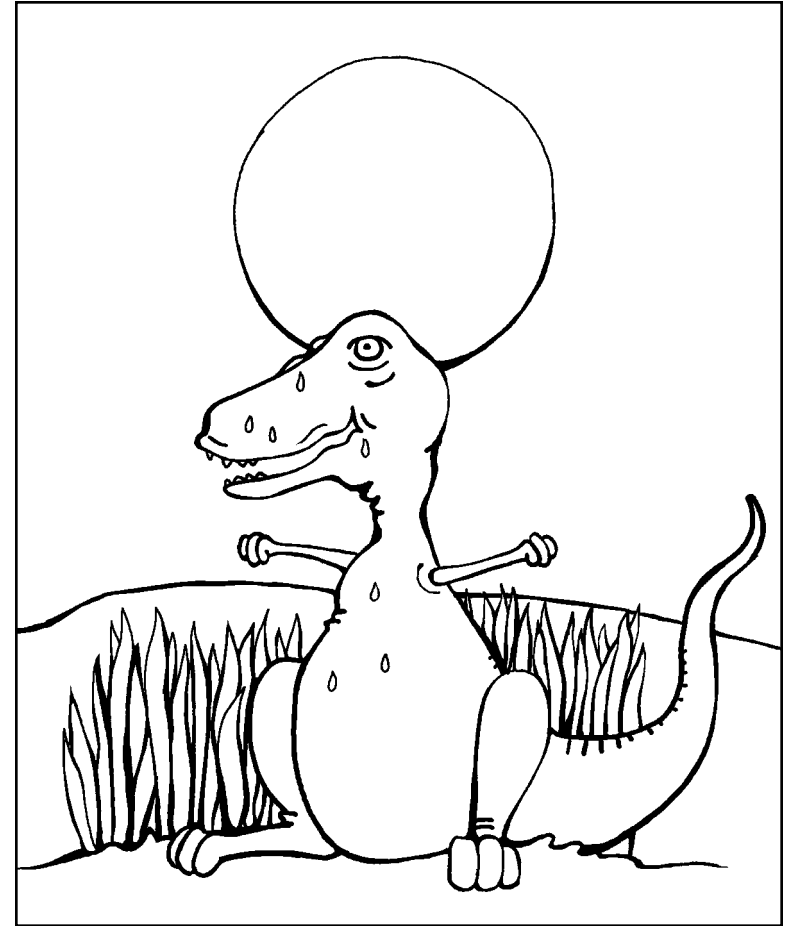
The Tinosaur would feast on the
nuts and eat and eat. While they
ate, they would watch out for the
Supersaur.

For if a Tinosaur were stepped
on by the Supersaur, it would be
super sore indeed.



Things would have stayed this way for millions and millions of years, but something scary happened.

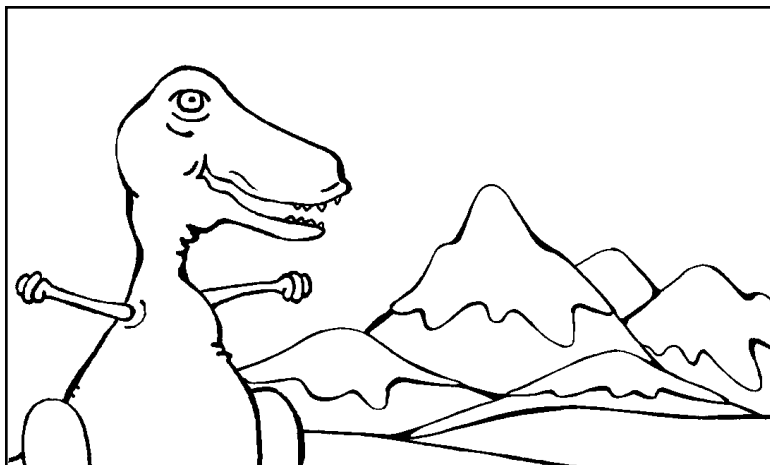
It all started one day. A Triceratops went lumbering by just as scared as scared could be. “The ice is coming! The ice is coming!” he cried.



“Ice?” asked the Theropod.

“Ice would be nice on a hot summer’s day.”

But ice wasn’t nice. It wasn’t nice at all. It was the coming of an ice age.

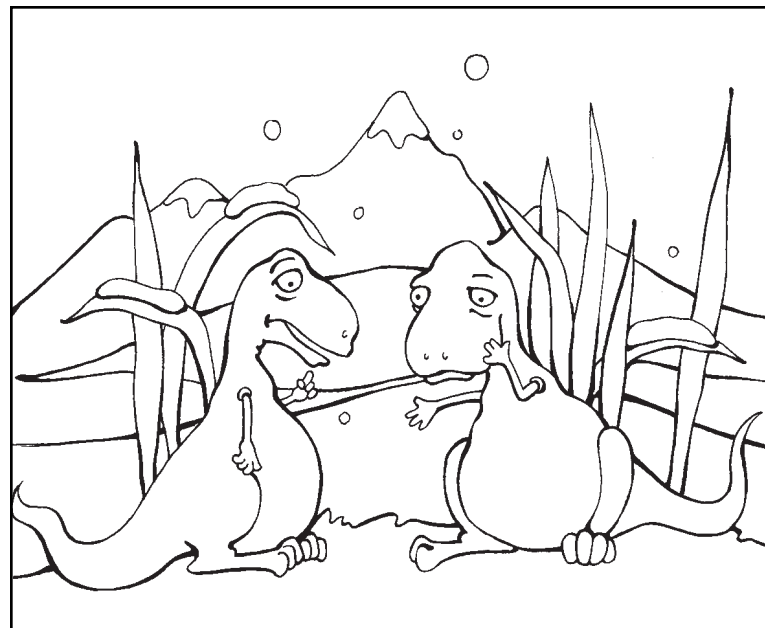


It wasn't long before it began to get cold and colder and colder.

The Theropods could see great mounds of ice—glaciers—creeping down from the mountains.

“We must move from here,” said the Theropods. “We must escape to someplace warmer.”

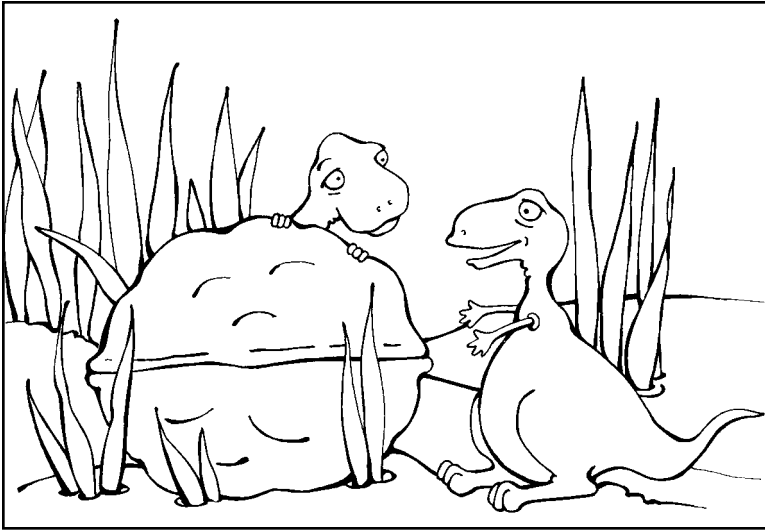
And with little thought or planning, they began moving away from the ice.



But the Tinosaur were too small to escape. Their legs were too short and they could never run far enough.

“What are we to do?” one Tinosaur asked another. “If we stay here, we will be covered with ice!”

They thought and thought. Big plans for little creatures.

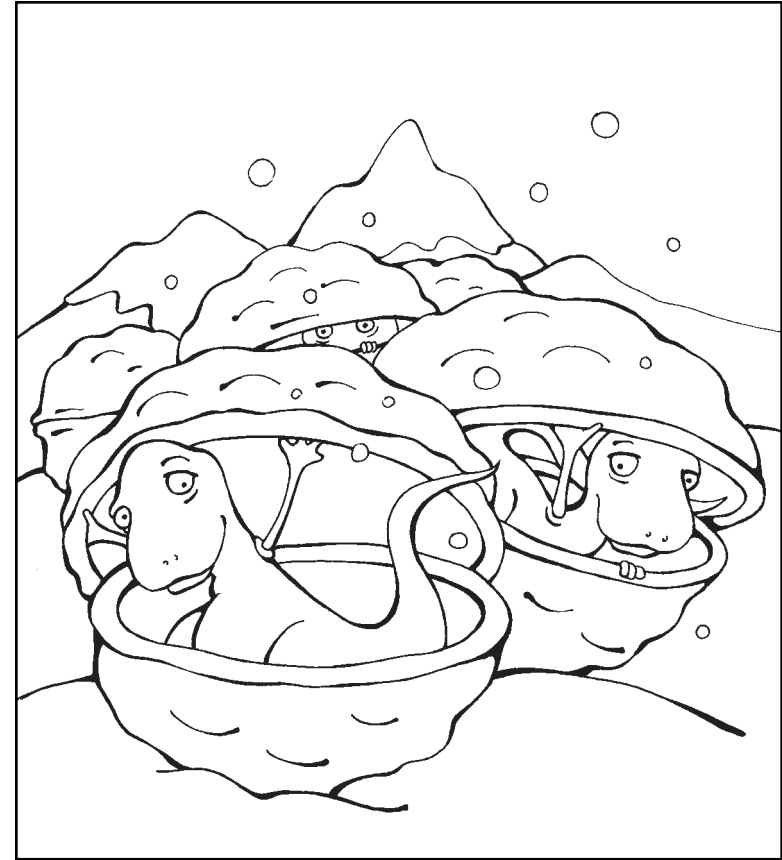


“We must find some place to stay warm,” one finally said to another.

“A place where we can hide from the ice,” the other said in return.

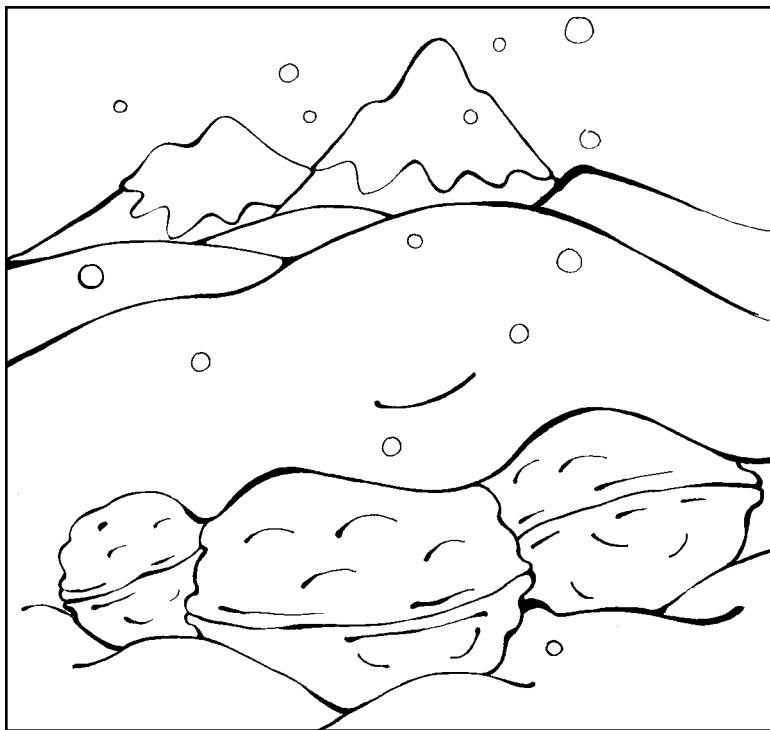
“I have an idea!” said the first one.
He quickly told them of his plan.
“Follow me!”

With that, he searched about
and found a large walnut shell.
The other Tinosaur did the same.



They ate the meat inside until there were only hollow shells left.

Then, one by one, they each
climbed inside a shell. They twisted
and curled themselves inside and
then pulled the top down tight.



Safe and warm in the hard shells, they fell fast asleep. They slept as the earth turned cold. Sadly, all the other dinosaurs became extinct during the ice age.

The Tinosaur slept and slept, waiting for the ice to melt. And, in time, it did.



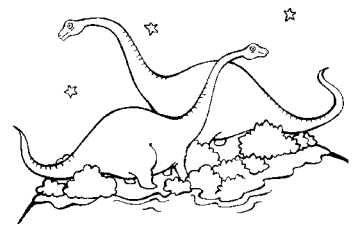
After the ice melted and the days became warm, all over the world Tinosaur crawled out of their walnut shells. But to this day, some Tinosaur remain asleep in their shells.

If you are lucky, some day you may crack open a walnut shell and there find a Tinosaur, fast asleep.

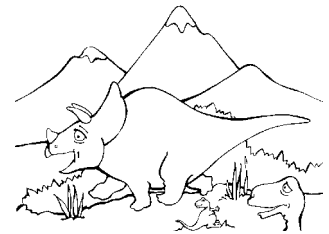
Name _____

INSTRUCTIONS: Using the book, write complete sentences to fill in the organizer.

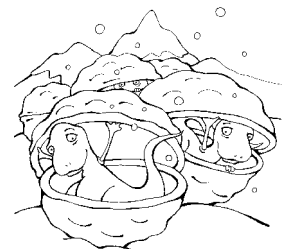
Beginning



Middle



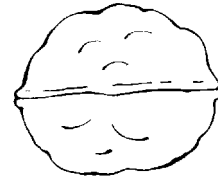
End



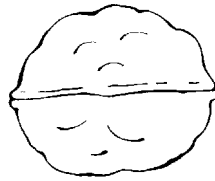
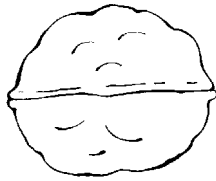
Name _____

INSTRUCTIONS: Color in the same number of walnuts as there are syllables in each word.

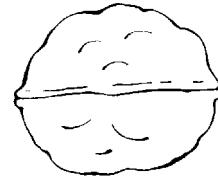
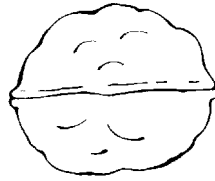
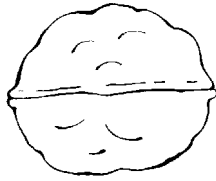
Tinosaur



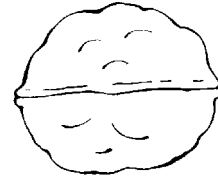
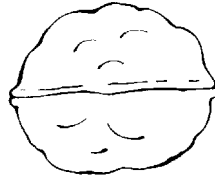
lumbering



glaciers



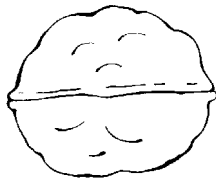
warmer



walnut



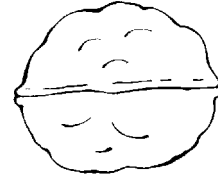
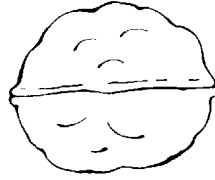
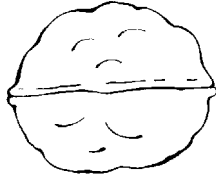
ice



mounds

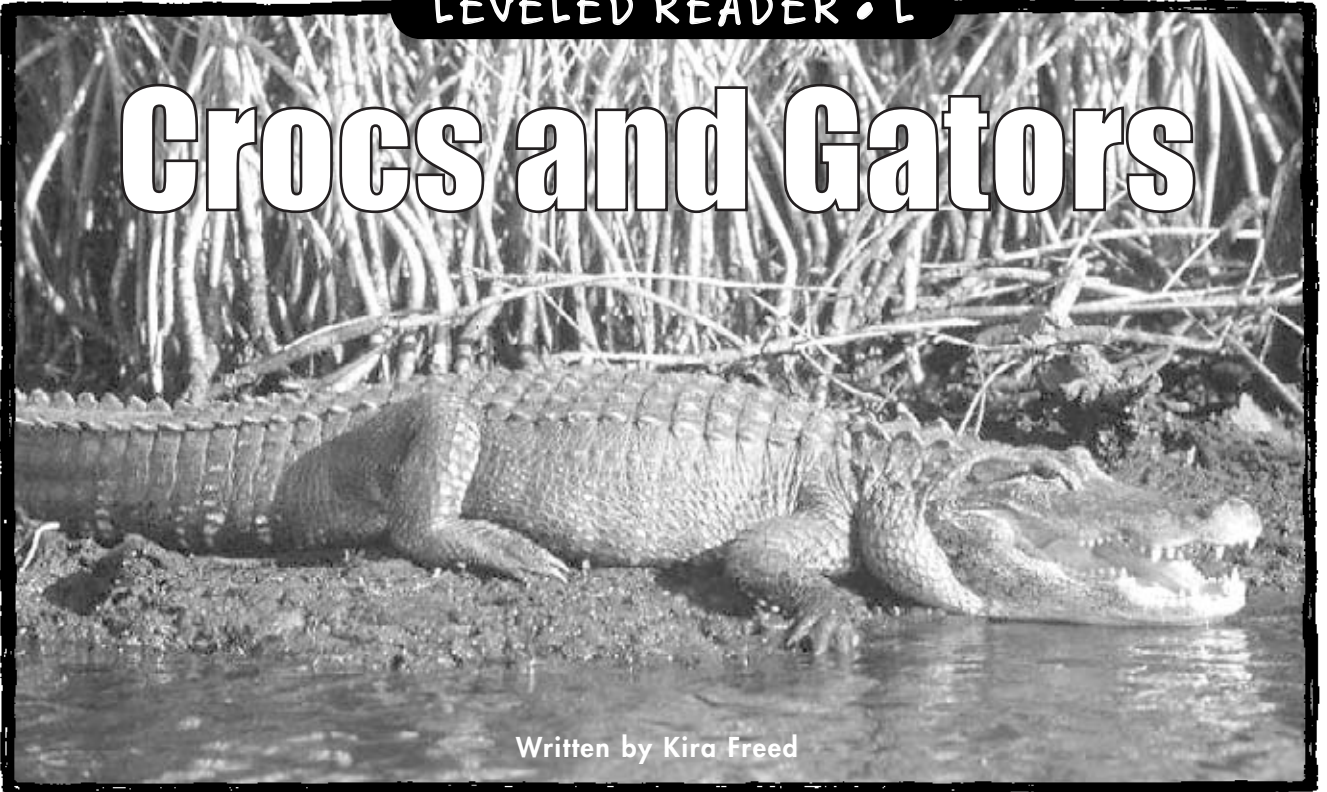


extinct



LEVELED READER • L

Crocs and Gators



Written by Kira Freed

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Crocs and Gators

A Reading A-Z Level L Leveled Reader • Word Count: 600



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Crocs and Gators



Written by Kira Freed

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LEVEL 1	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

Correlation

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Level 1 leveled Reader
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Alligator ready to attack

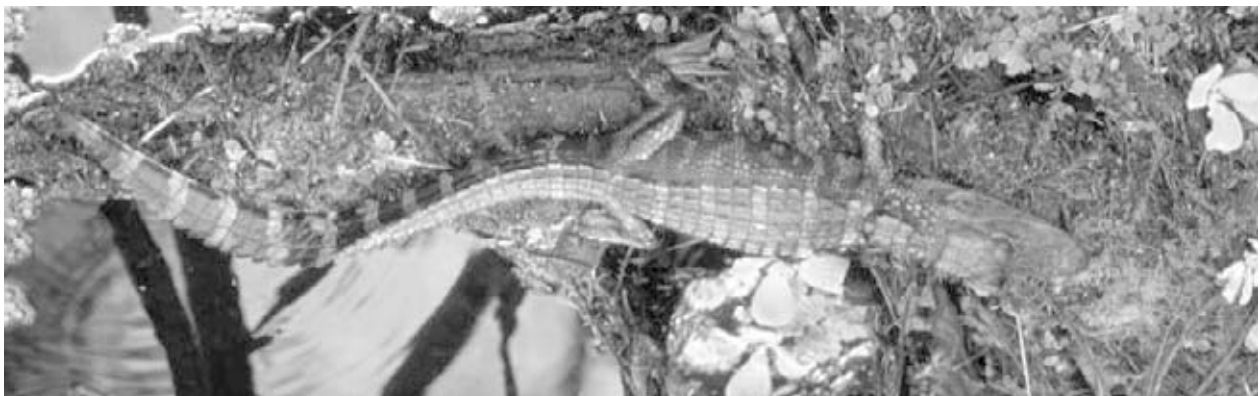
Never smile at a crocodile. That's what the song from the movie *Peter Pan* says. After all, one bit off Captain Hook's hand. Everyone thinks that crocodiles are fierce animals. And, in fact, they are.

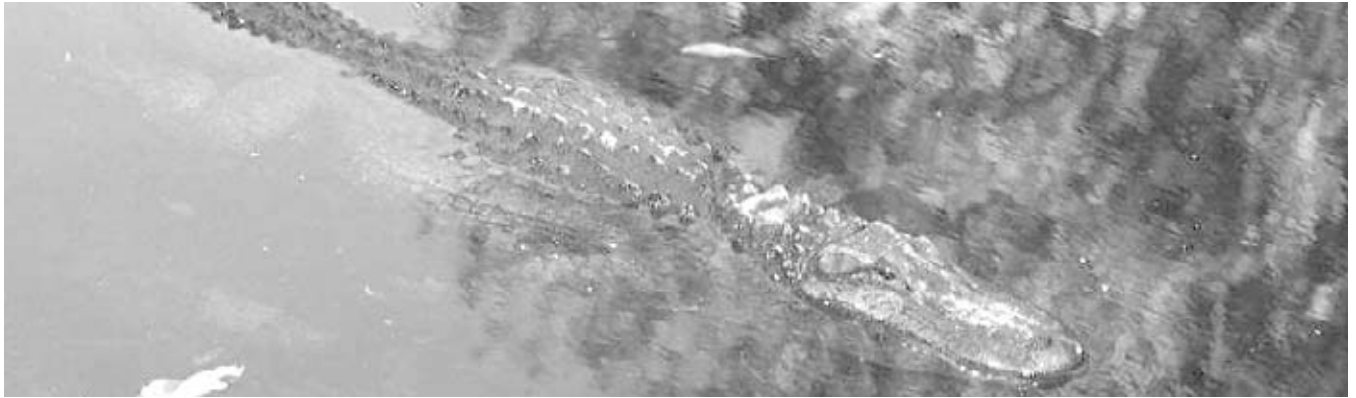
3

Crocodiles and alligators—like snakes, turtles, and lizards—are reptiles. They are members of a group of reptiles called *crocodilians*. Crocodilians have been on Earth since the age of dinosaurs. They even look a little like some of the dinosaurs from long ago.

4

Caïman





Alligator

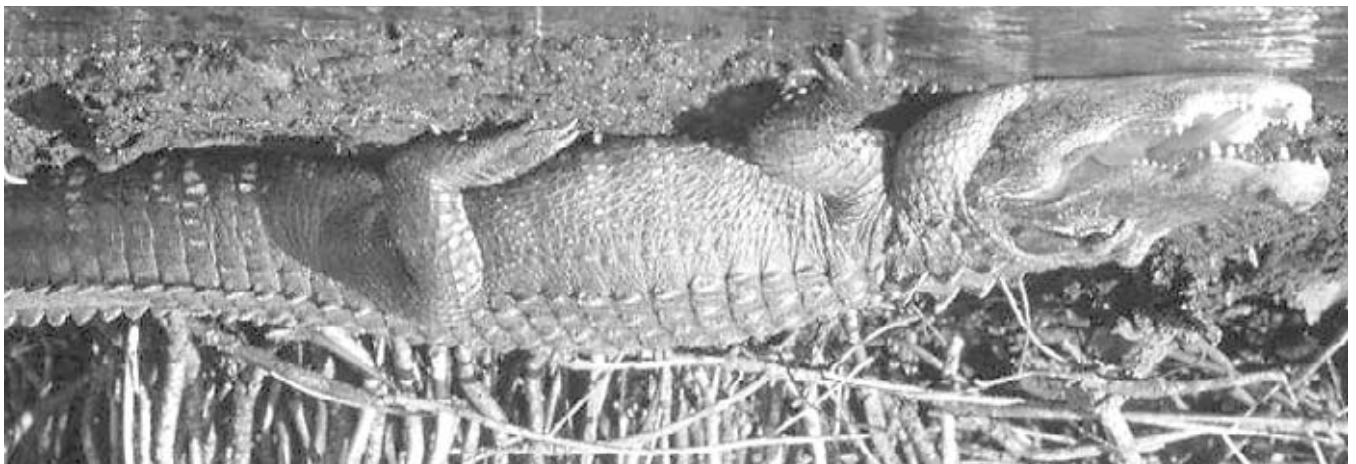
Crocodilians spend time on land and in water. They use lungs to breathe. They have thick, scaly skin. Their body temperature does not stay the same like yours does. Instead, it changes with the temperature of the air and water around them. If it is too hot, these reptiles seek cool, shady places.

5

Crocodilians live mostly in shallow water, swamps, and slow rivers. Most live in fresh water. But there are saltwater crocodiles, too. In fact, the saltwater crocodile may be the biggest reptile. Some reach lengths of over 7 meters (23 ft.).

6

Alligator





Alligators

All crocodilians have short legs, and long bodies and tails. The four kinds of crocodilians have different kinds of jaws and teeth. All of them have sharp teeth. Let's meet the different kinds of crocodilians.

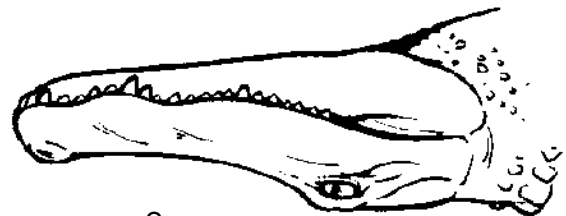
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8

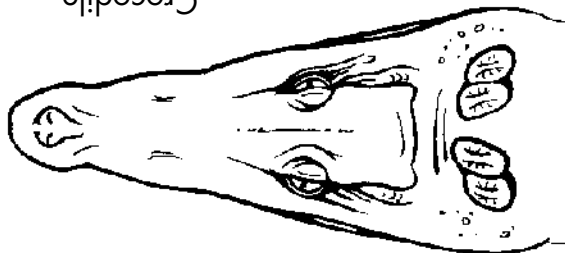
Alligators have short, broad snouts. **Crocodiles** have narrower snouts than alligators. They also have two large teeth that stick out. The drawings on this page show what alligators and crocodiles look like.

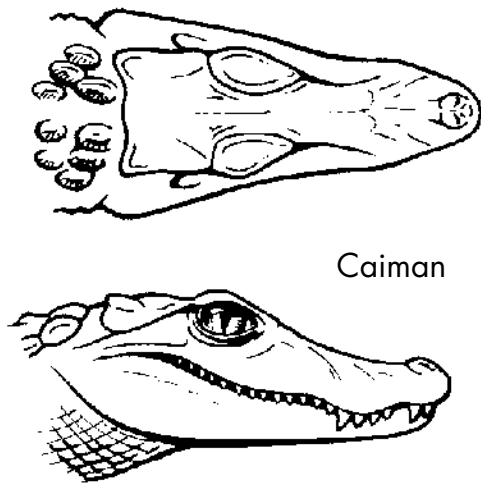


Crocodile

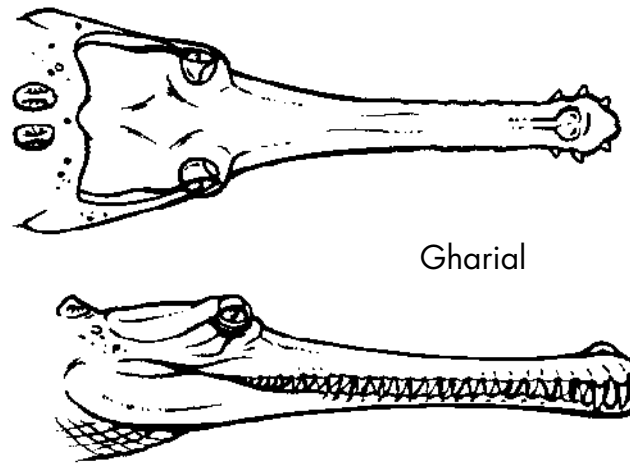


Alligator





Caiman



Gharial

Caimans live in Central and South America. The shape of their head is similar to a crocodile. **Gharials** are fish-eaters that live in India. They have long, narrow snouts. The drawings on this page show what caimans and gharials look like.

9

Crocodile with eyes and nostrils out of the water



Crocodilians are hard to see in water. Only the tops of their head and back shows. They often look like a floating log. While they are swimming, their eyes and nostrils stick out of the water. They can still see and breathe when they are mostly under water.

10



Crocodilians are good swimmers.

Crocodilians use large, powerful tails and webbed feet to move through water. When under water, they close their ears and nostrils so that water stays out. They can also shut off their windpipe. This allows them to open their mouth without breathing in water.

11

Crocodilians have powerful jaws.



Crocodilians are fierce hunters. They use strong jaws to capture their prey. They eat animals as big as deer and cattle, and as small as fish and birds. They also will attack people. They cannot chew their food. They either swallow it whole or tear it apart. Sometimes they drag an animal under water to drown it.

12



Crocodile having a frog for lunch

Crocodilians are very fierce fighters. When a crocodilian attacks, it is almost impossible to escape. But they have their enemies, too. They may be killed in a fight with a leopard or lion.

13

Some crocodilians lay their eggs in sand. Others make a nest with soil and plants. Newly hatched babies are mostly helpless. Many get eaten by other animals. The lucky ones have Mom to protect them after they hatch. Babies grow quickly. They are adults by the time they are 5 to 8 years old.

14

Crocodilians lay eggs on land.





Crocodilian skins

Most crocodilians are endangered. In many parts of the world, people kill crocodilians for food and for their skins. Farmers destroy their homes to create land for growing crops and grazing animals. Crocodilians are also captured for use in wildlife parks. They are often killed when they grow too big.

15

Around the world, people are helping to protect crocodilians. They put eggs in incubators to keep them safe. People then care for the babies until they grow strong enough to survive in the wild. Protecting them helps to keep nature in balance.

16

A baby crocodilian getting special care



Name _____

INSTRUCTIONS: Write five interesting facts about an animal or some of the animals that you have read about in *Crocs and Gators*.

1. _____



2. _____



3. _____

4. _____

5. _____

Name _____

INSTRUCTIONS: Write an adjective to complete each sentence. You can use the word box below or the book, or you can come up with your own adjectives.

1. A(n) _____ crocodile

2. A(n) _____ jaw

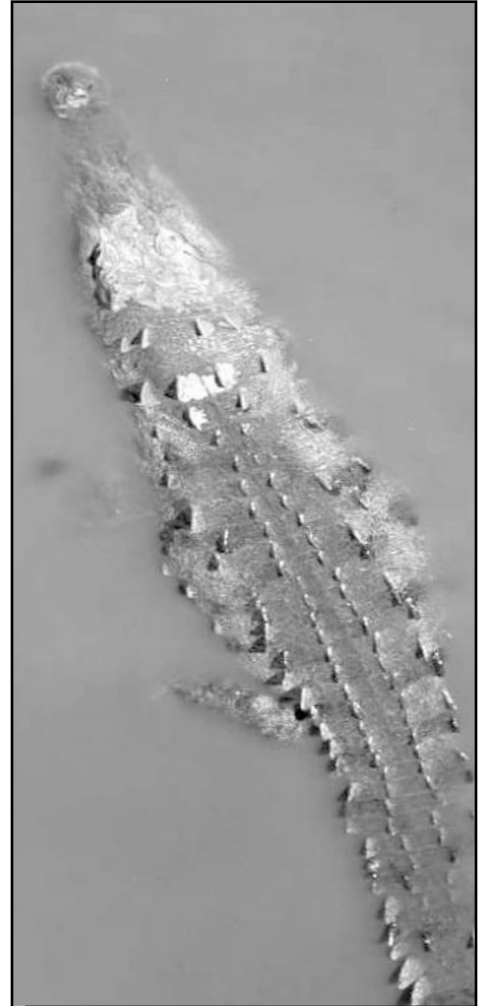
3. A(n) _____ place

4. A(n) _____ hunter

5. A(n) _____ egg

6. A(n) _____ skin

7. A(n) _____ alligator



Word Box

strong angry hungry delicate
enormous dangerous ugly shady

LEVELED READER • L

Colonial Life

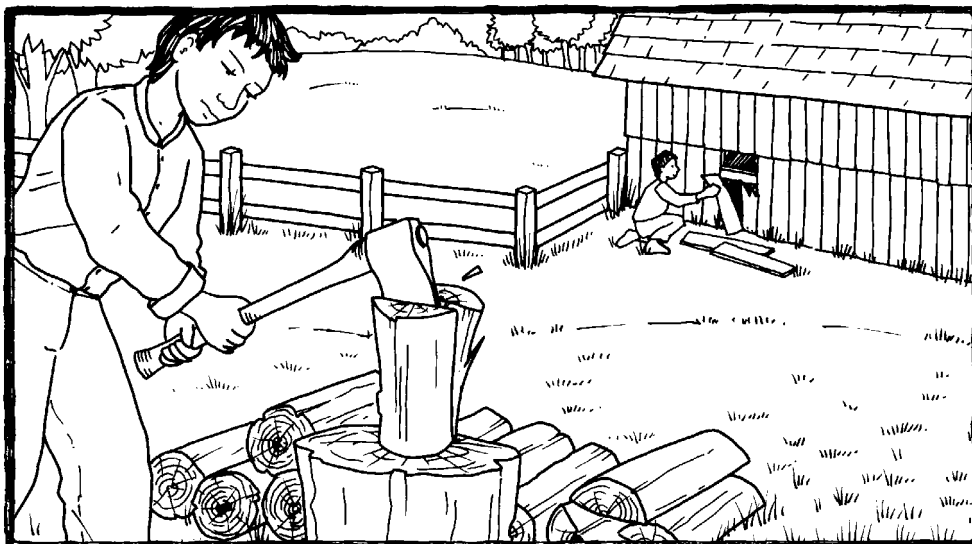


Written by Julie Harding • Illustrated by Maria Voris

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Colonial Life

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Colonial Life



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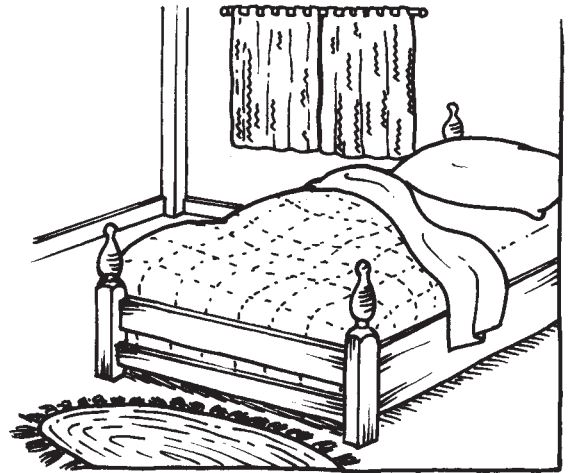
20	DRA
18	Reading Recovery
K	Fountas & Pinnell

LEVEL 1
Correlation

Colonial Life
Level 1 Leveled Reader
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Step back more than three hundred years to when life was much different. Imagine a time before the United States was a country. It is a period known as the Colonial Times.

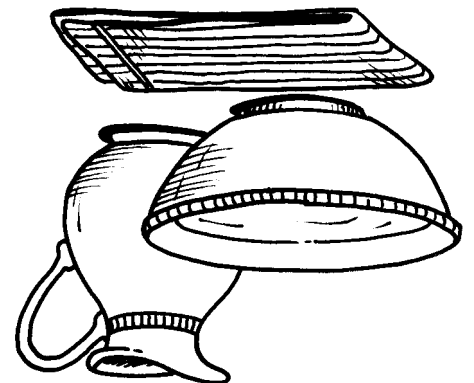
It is a cold morning. You wake up before the sun rises. You have much work to do. Only some lucky children get to go to school. Most kids spend their days working beside their parents.



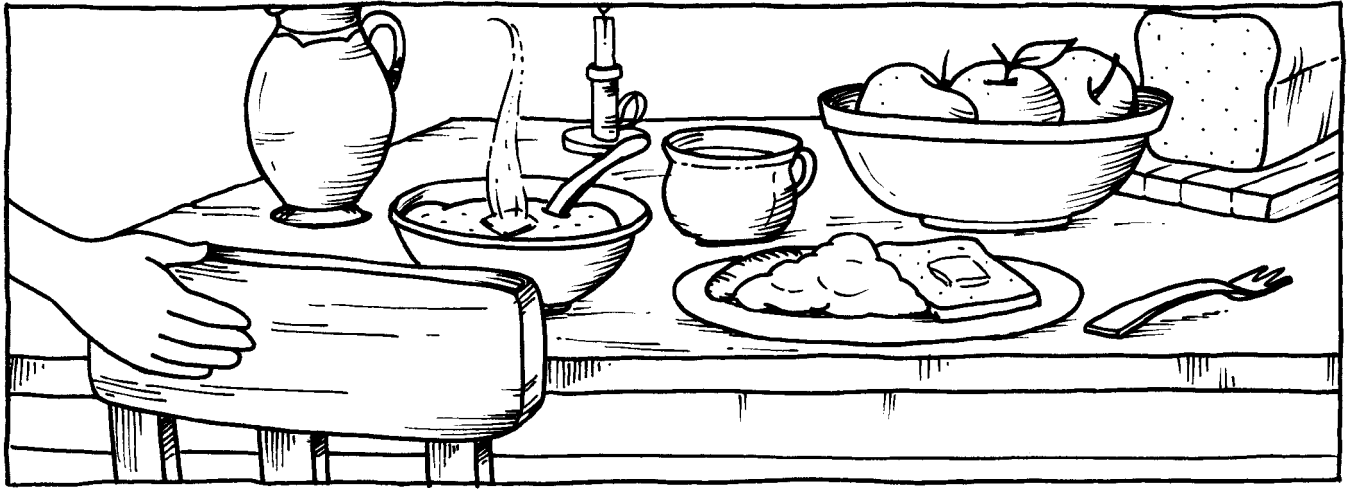
3



You begin the day by washing up in the washbasin and getting dressed. The water isn't hot unless your mother or father has already boiled some. Then you light a lantern and walk outside to gather wood from the woodpile. This is your first chore of the day.



h



After you put the wood in the fireplace, a fire is lit to warm the house. Your mother uses the fire to cook breakfast. You soon sit down to a big breakfast. You need it because you have a day of hard work ahead of you.

5

If you are a girl, you probably have to help your mother cook, gather eggs from the chickens, or wash the laundry—by hand! You might also have to churn the butter. That means that you sit over a large wooden bucket full of cream. You grab a long, funny-shaped stick and gently move it up and down in the bucket. This churns the cream until it slowly turns to butter. The butter tastes good, but it takes many hours to make. Once you make it, you are not able to keep it for long. You see, there are no refrigerators in colonial days. You have to chill things in a stream— if you live near one.

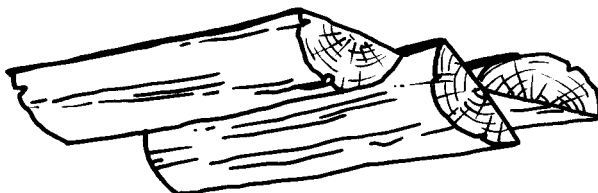
6

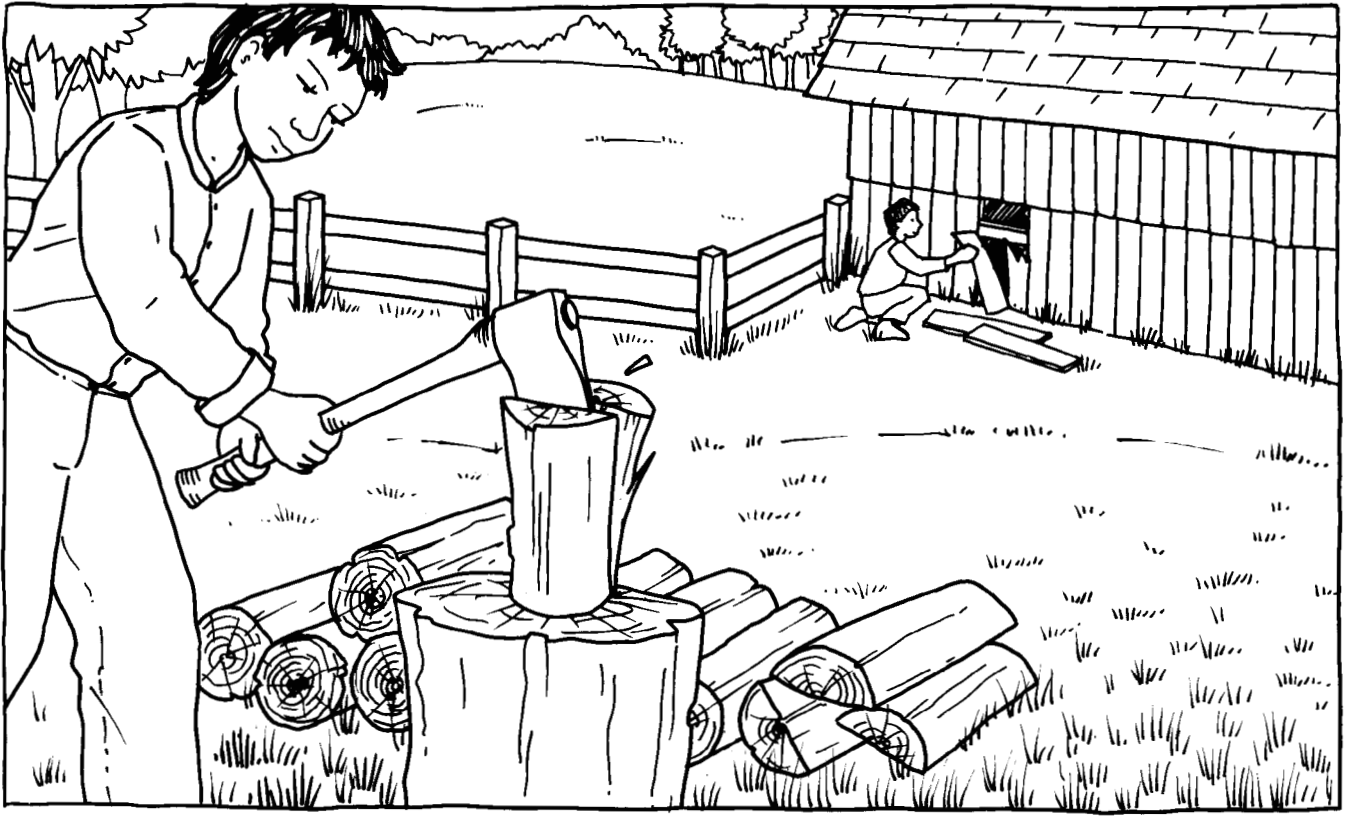


7

If you are a boy, you might have to work on the farm. You plant seeds and till soil with a plow pulled by oxen. You might repair the barn, milk the cows, or chop down trees for wood. Some days, you might help to build a new neighbor's house or even work in the local mill. You have to work many hours both in the cold of winter and in the heat of summer. There is no air conditioning in the summer. In the winter, you have only a fireplace to keep warm.

8





9

You might come from a well-off family and attend school in a small, one-room schoolhouse. The classroom is filled with children of every age. One teacher has to teach all of the children. The subjects that you study are similar to what students learn in school today — math, reading, and writing. You do not study science.



10



You may be wondering if you have time for fun. The truth is that you spend most of your time working. In colonial days, there are no televisions to watch and no video games to play. You don't even have electricity.

11



If you don't go to school, you probably don't read. Since people live far apart from each other, you don't have friends nearby. If you want to play with your friends, you don't have a bicycle to ride to their houses. Your parents don't have a car to take you, either. You have to ride a horse or walk a mile or more. But most families are large. You probably have many brothers and sisters to play with.

12



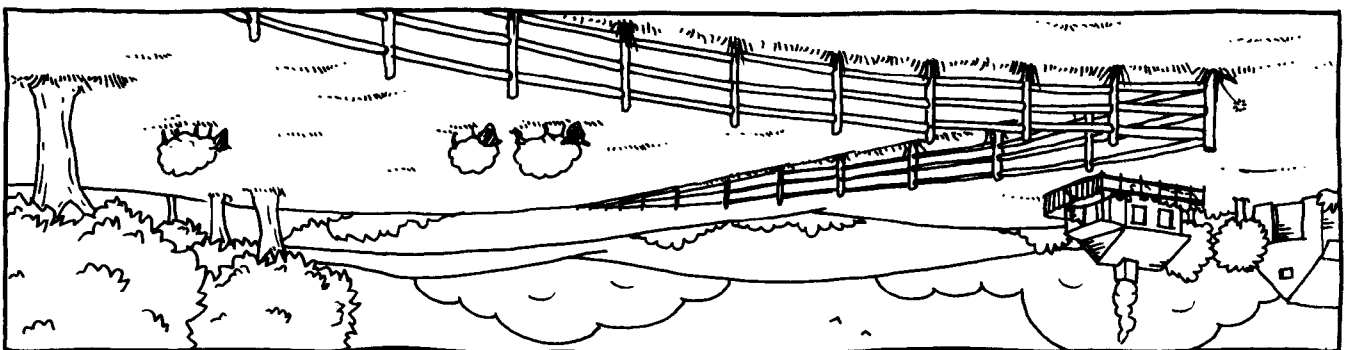
On Sundays, children go to church with their families. This is a good day to play with your friends who also go to church. You might have picnics with other families in the afternoon.

13

Do you think you would like to have lived then?

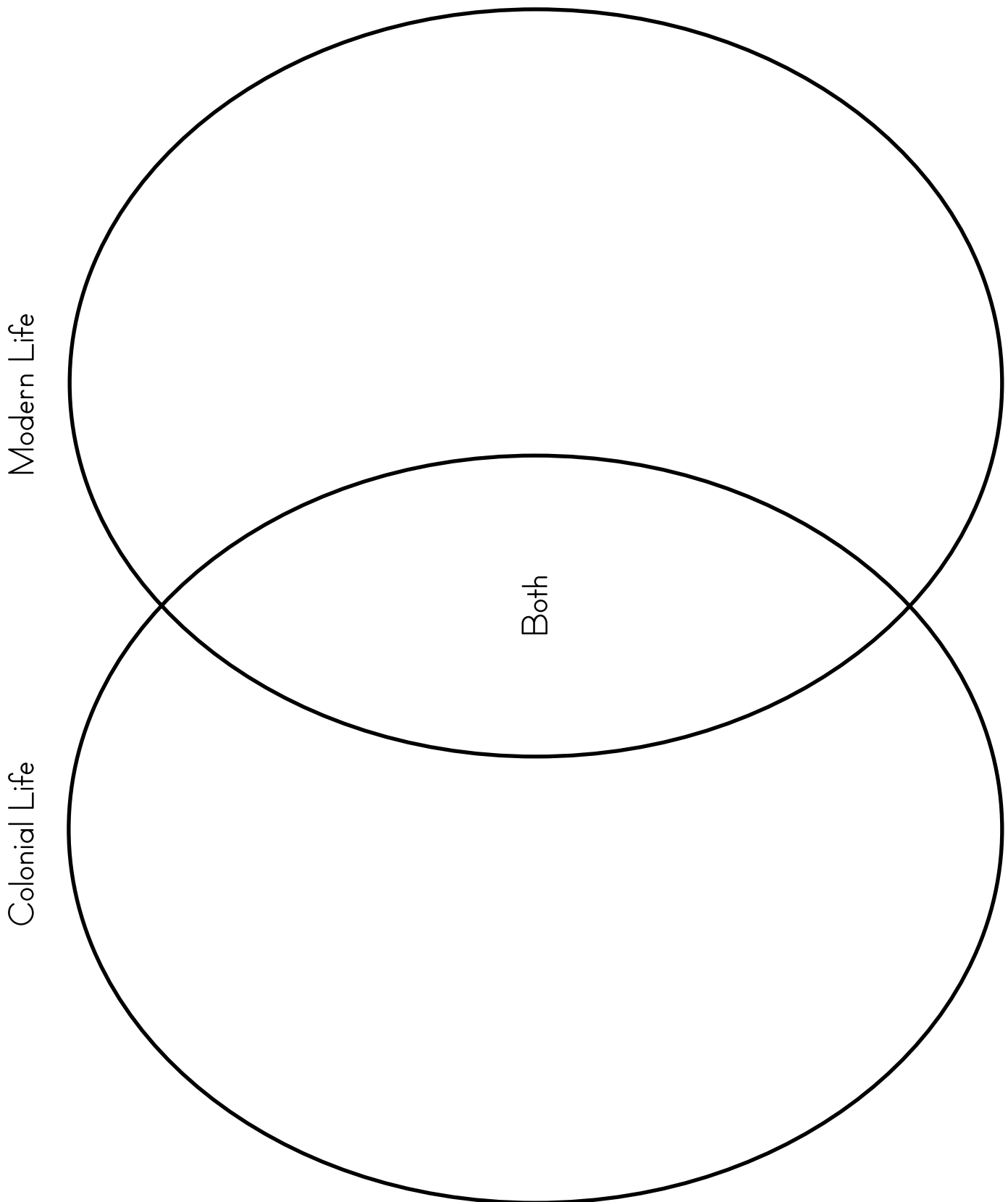
14

Life in Colonial Times was much different from life today. It was a much harder life. People did not live long because there were no medicines or hospitals. But colonial life was also good in many ways. The air and water were much cleaner. There was not much traffic or noise.



Name _____

INSTRUCTIONS: Complete the Venn Diagram below comparing colonial life to your present-day life. Summarize information from the text to show what you have learned about colonial life, and make comparisons to life today.



Name _____

INSTRUCTIONS: Make silly descriptions by combining adjectives with nouns that don't really fit together. Use your silly word pairs in a complete sentence, and then illustrate your sentence.

Adjective: confused Noun: caribou

Adjective: grassy Noun: fish

Adjective: hopping Noun: blanket

Sentence: The confused caribou with a pair of gigantic antlers woke up with a grassy fish in his hopping blanket.



Adjective: _____ Noun: _____

Adjective: _____ Noun: _____

Adjective: _____ Noun: _____

_____.

Adjective: _____ Noun: _____

Adjective: _____ Noun: _____

Adjective: _____ Noun: _____

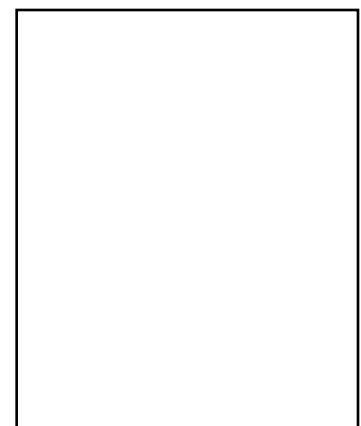
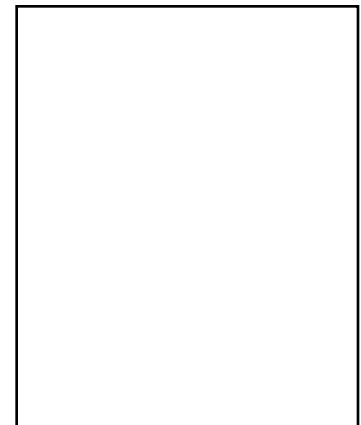
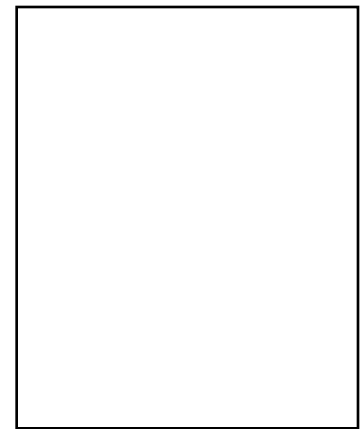
_____.

Adjective: _____ Noun: _____

Adjective: _____ Noun: _____

Adjective: _____ Noun: _____

_____.



Sending Messages

A Reading A-Z Level L Leveled Reader

Word Count: 528




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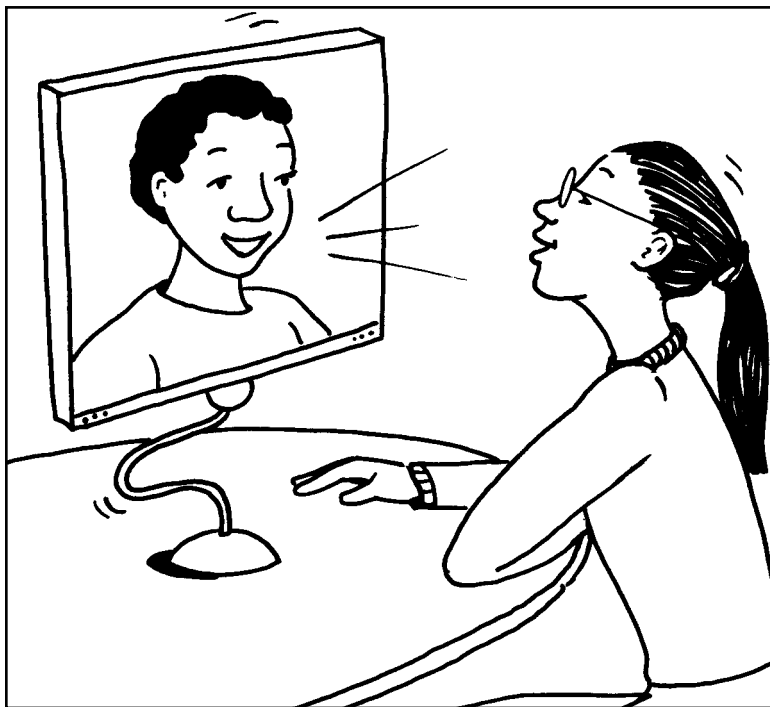
SENDING Messages



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SENDING Messages



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LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
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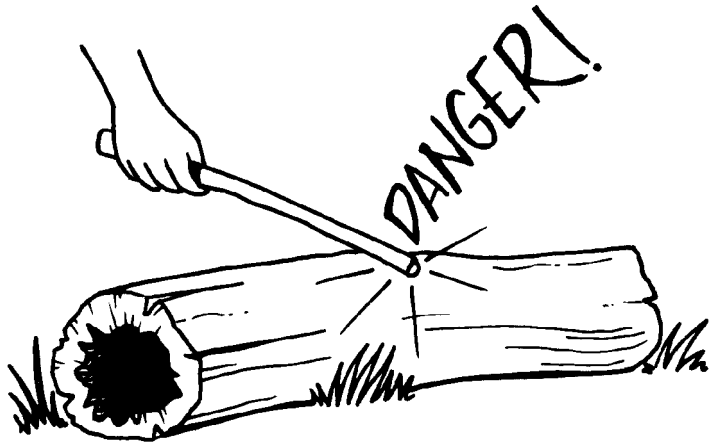
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Introduction

Have you ever written someone a note? Have you ever sent an email? If so, you were sending a message. People have always found ways to send messages to each other. The way we send messages has changed over time. Each change has allowed people to send messages farther and faster.



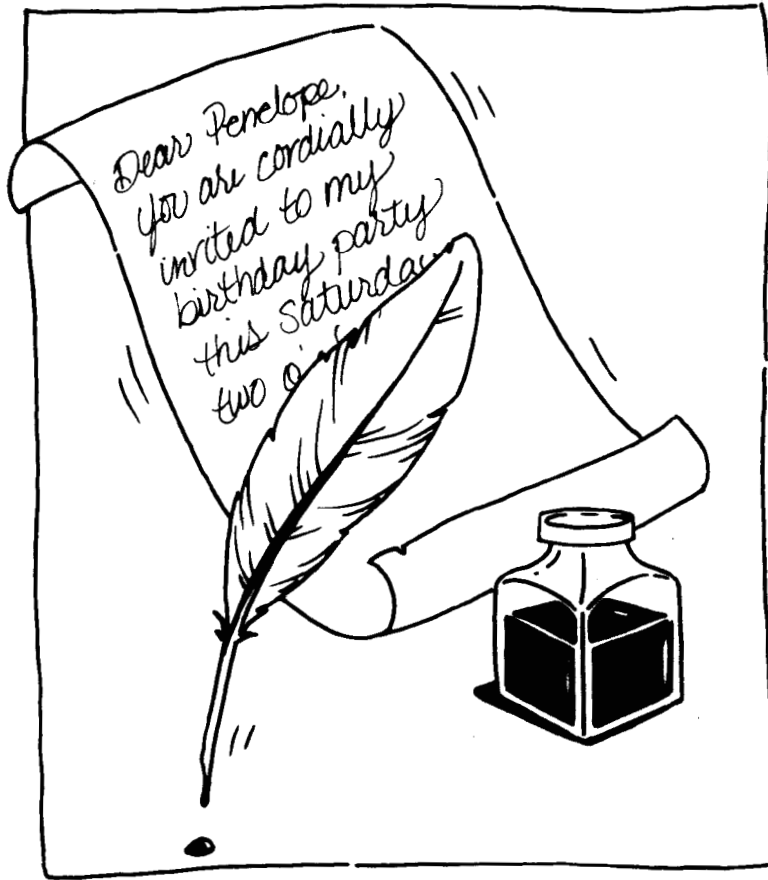


Messages from Long Ago

Beating on a drum was one of the earliest ways to send a message. Some of the earliest drums were hollow logs. People beat on the logs with large sticks. This sent signals a long distance. Sometimes drumbeats could be heard several miles away. Different drumbeats meant different things. One might send a warning of danger. Another might announce that a meeting was going to take place.



Smoke was also used to send messages. A blanket was placed over a smoking fire. When the blanket was removed, a puff of smoke rose into the air. Each pattern of puffs meant something different.



Mail

Over time, people developed written language. This meant that messages could be written and then sent. Written messages became the first mail.



The first mail carriers carried mail by foot. These runners ran long distances to carry mail. Sometimes a group of runners carried a piece of mail. Each runner ran a part of the total distance.



Later, horses were used to carry mail. This way of carrying mail was called the Pony Express. Trains then replaced horses. Mail is still carried today. Most mail is now carried on trucks and planes.

Telegraph

Over 150 years ago, a man found a way to send signals over a wire. His invention was called the telegraph. His name was Samuel Morse.

The signals he used were known as Morse code. This code was a series of dots and dashes. Each dot or dash was heard as a signal.

Different patterns stood for different letters. Look at the chart below. Can you write your name in Morse code?

1 ----	2 ----	3 ----	4 ----	5 ----	6 ----
7 ----	8 ----	9 ----	0 ----	A ..	B
C	D ...	E .	F	G ...	H
I ..	J	K ...	L	M ..	N ..
O ---	P	Q ----	R ...	S ...	T -
U ...	V	W ...	X ----	Y ----	Z ----

International Morse Code



Telephone

A little more than 30 years after the invention of the telegraph, someone invented the telephone. This person was named Alexander Graham Bell. Using the telephone, people could send voice messages over a wire. Today, voice messages are sent through the air on radio waves.

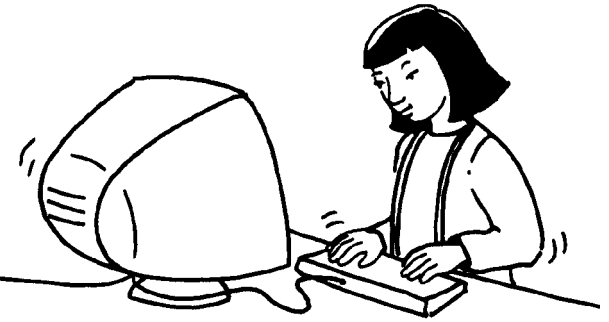


Walkie-talkies and Cell Phones

Once people found ways to send signals through the air without wire, new kinds of message senders were invented. One kind was the walkie-talkie. It got its name because you did not have to stay in one place to use it. You could “walk and talk.”



Today, many people carry wireless telephones called cell phones. These phones are very small and can be carried in a pocket. Now people can make phone calls from just about anywhere.



Email

The latest way to send messages is the Internet. Internet messages are called email, which is short for electronic mail. Email is sent from one computer to another. It is much, much faster than regular mail. An email can be

side of the
world
in an
instant.





Conclusion

One thing is certain. People will always send messages to each other. Message sending has changed a great deal since early messages were first sent. How do you think messages will be sent in the future?

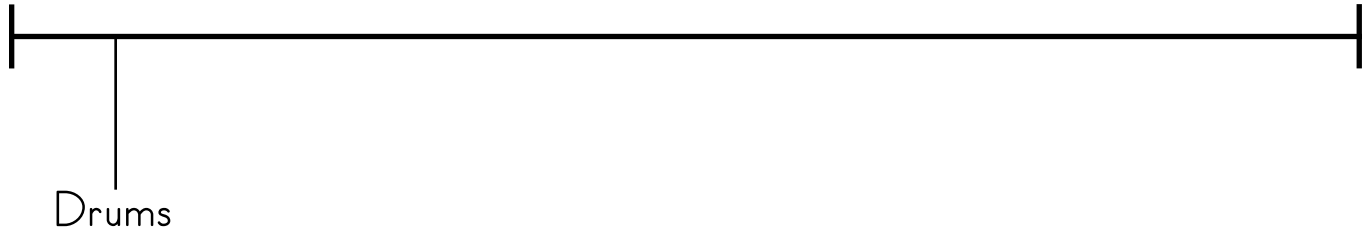
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Name _____

INSTRUCTIONS: Complete a timeline for the various ways people have sent messages, starting with drums. Then compare each way of sending a message.

Timeline

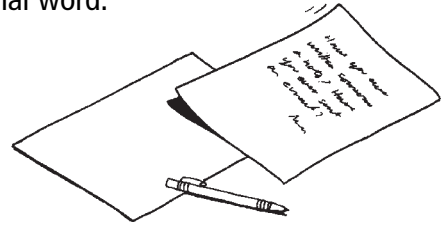


	Distance	Speed	Availability	Skill
Drums				

Name _____

INSTRUCTIONS: Many words in English are composites of root words. For each word below, divide the word into its root words. Define each root word. If you need help, use a dictionary to look up the meanings of the root words. Finally, use your knowledge of the root words' meanings to define the original word.

For example:



Word	Internet = inter + net (short for network)
Root meaning 1	between or among
Root meaning 2	a system of connections linking things together
Definition	between a system of connections

Word	telegraph = _____ + _____
Root meaning 1	
Root meaning 2	
Definition	

Word	telephone = _____ + _____
Root meaning 1	
Root meaning 2	
Definition	

Word	television = _____ + _____
Root meaning 1	
Root meaning 2	
Definition	

Ancient Egypt

A Reading A-Z Level L Leveled Reader

Word Count: 482

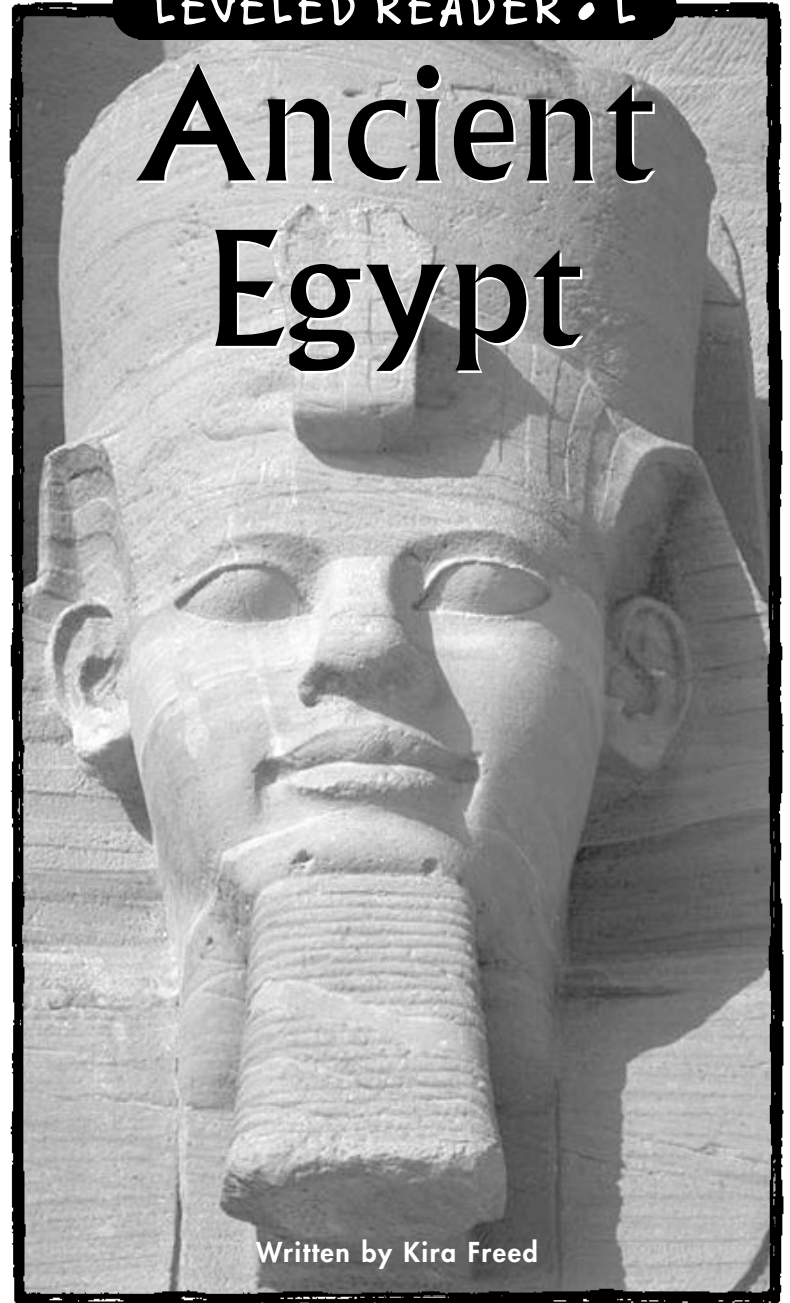


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Ancient Egypt



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Cover photo: One of four statues of Ramses II at Abu Simbel, Egypt

Ancient Egypt
Level I Leveled Reader
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Illustrations by Cende Hill

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A typical Egyptian scene

Introduction

Hundreds of years ago, a group of people lived in the African country of Egypt. They lived on the banks of the Nile River. They were farmers and hunters. They used the river for boat travel. They were ruled by a king called a **pharaoh**.

Beliefs

The ancient Egyptians believed that after someone died, he or she went to live in another world. They believed that a person's next life would be like their present life. They thought the dead person would need the same tools and objects in their next life. So people were buried with many of the things that they owned.



Paintings in a tomb show scenes of the next life.



Ancient Egyptians believed in a sun god. They believed that the king was related to this god. When the king died, he was given a very fancy burial. Many riches were buried with him. Queens were also given fancy burials.

The inner coffin of Queen Shepenmehyt

After a king died,
his body was
preserved so that
it would not rot.
People believed
that this would
keep his spirit
alive. The
preserved body
was called a
mummy.



Mummy of Siptah wrapped in cloth

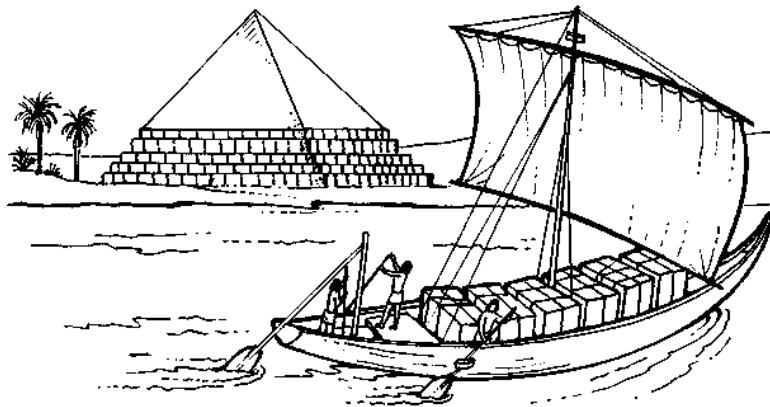


A pyramid's shape is like the sun's rays shining on Earth.

Pyramids

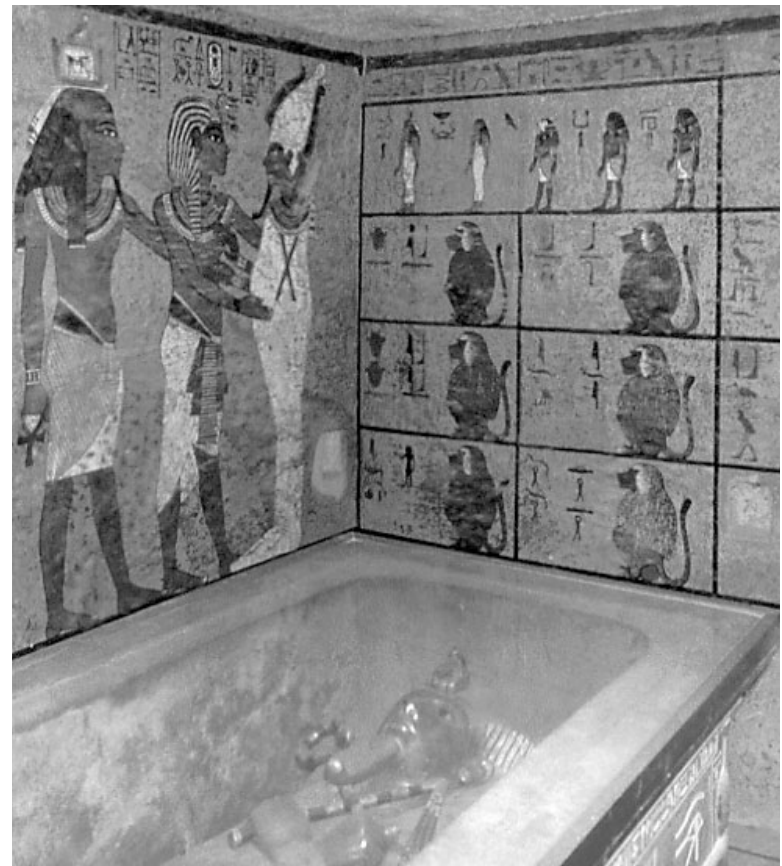
The king was buried inside a huge
stone structure called a pyramid.
The pyramid was shaped to look
like the sun's rays shining on Earth.
People believed that the king
would go to heaven on the rays
of the sun.

Pyramids took many years to build. When a king was still alive, people began building his pyramid. The stones used to make the pyramid were huge. It took hard work to get the stones out of the ground. It took harder work to move the stones to where the pyramid would be built. Some stones were moved on boats. Other stones were moved over land using big sleds.

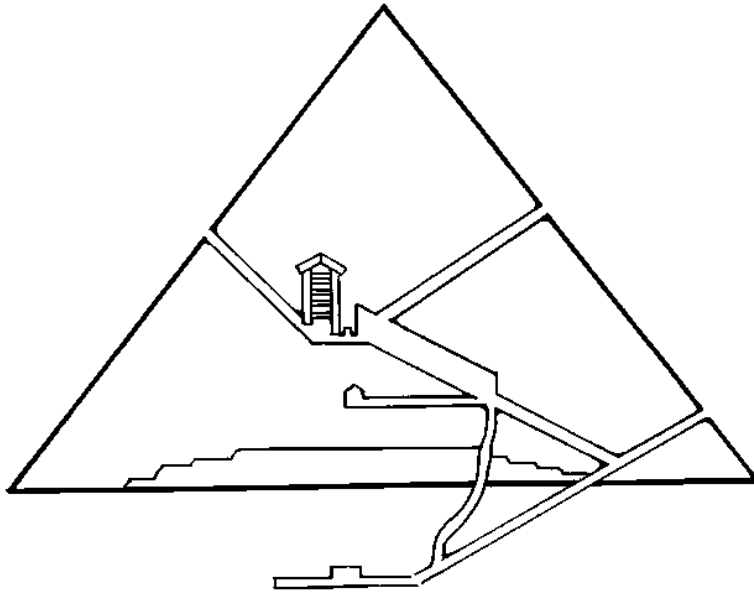


The Egyptians sailed heavy stones down the Nile River.

Inside the pyramid was a **tomb**. This was a special room where the king's body was placed. Many objects were put in the tomb. There were statues, paintings, and many gold things.



Tomb of King Tutankhamen (King Tut)



Drawing of the tunnels and passageways in a pyramid

Many hidden tunnels and rooms were built inside a pyramid. They were built to trick anyone who tried to steal things from the tomb. Giant stones were put in front of the doorway of the real tomb. They were used to keep out thieves. Still, almost every king's tomb has been robbed over the years. But the pyramids still stand.

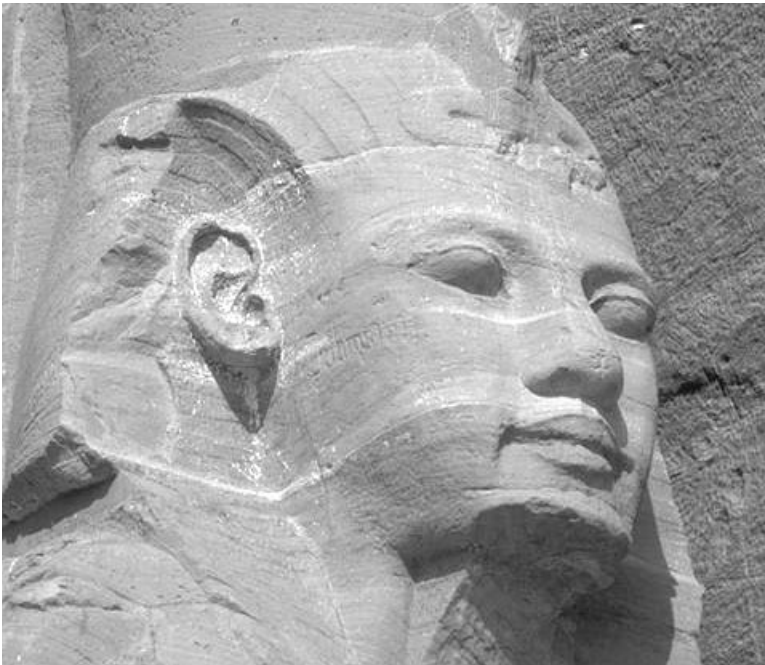
The Great Pyramid at Giza is a famous pyramid. It was built for King Khufu. It has more than 2 million blocks of stone. Other pyramids near it were built for the king's relatives. A statue called the Sphinx guards all of the pyramids. The Sphinx has the face of a king and the body of a lion.



The Sphinx

Conclusion

Studying the ancient Egyptians teaches us a lot about life long ago. We can learn about the tools these people used and clothes they wore. We can learn about the food they ate and the gods they worshipped. By studying ancient Egyptians, we know that they had a great culture.



A statue of Ramses II at Abu Simbel, Egypt

Glossary

- mummy** a dead body treated in special ways so that it would not rot (p. 7)
- pharaoh** what the ancient Egyptians called their king (p. 4)
- preserved** to treat in special ways so something does not spoil or rot. In ancient Egypt, dead bodies were treated with spices, oils, and other things to preserve them. (p. 7)
- tomb** a vault, chamber, or grave for a dead person (p. 10)

Name _____

INSTRUCTIONS: Complete a KWLQ for ancient Egypt, summarizing information from the text to show what children have learned about Egypt. Fill out the top two columns before reading *Ancient Egypt*. Fill out the bottom two columns after reading the book.

What I think I KNOW	What I WANT to know

ANCIENT EGYPT • LEVEL L • 1

What I LEARNED	QUESTIONS I still have

SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Change the verbs in each line below to past tense and use them in a complete sentence.

to live _____

to use _____

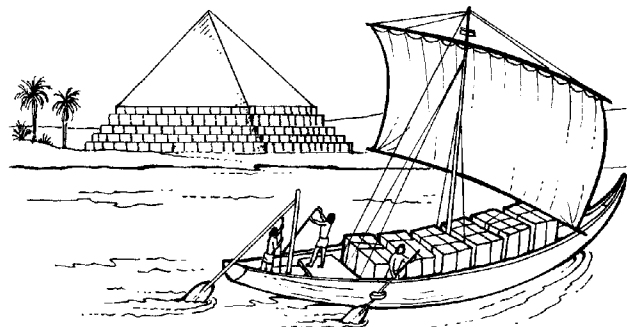
to rule _____

to believe _____

to bury _____

to preserve _____

to place _____



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level
I L P**

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Front cover: The Proteus, a very high-flying observation airplane

Back cover: A military helicopter

Title page: The Lockheed Constellation, used to carry the U.S. president in the 1950s

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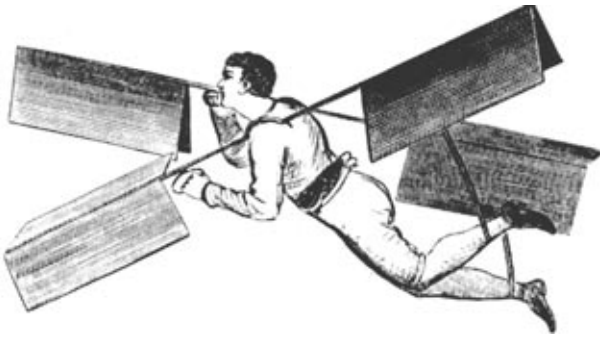
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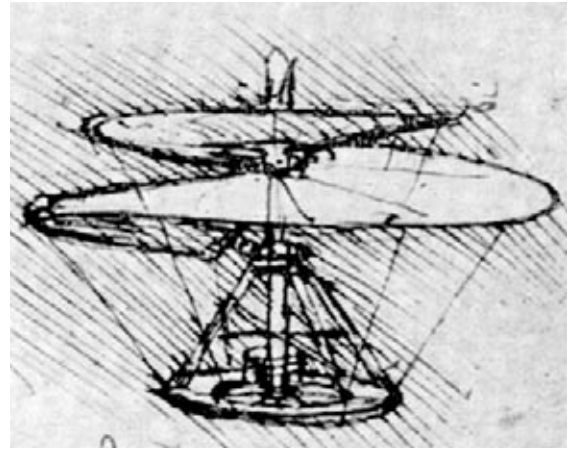
Introduction

Imagine if you could fly like a bird. Where would you go?
What would you see? Today, many people can fly thanks
to fantastic flying machines.





These wings flapped when the person moved his arms and legs.



Leonardo da Vinci's helicopter drawing

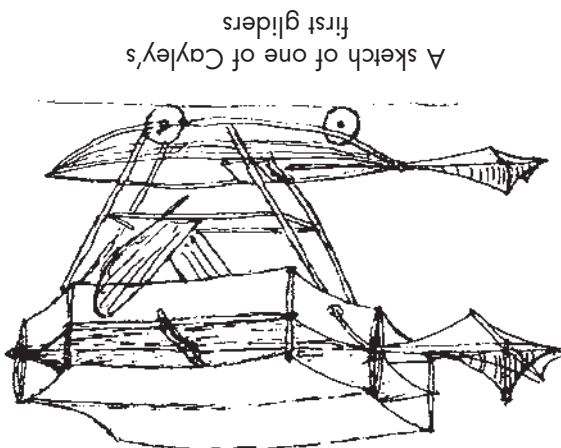
People have always wanted to fly. They watched birds fly, and some tried tying wings to their arms. Long ago, an artist even drew plans to make a helicopter. He drew his idea, but he didn't build it.

5

6

People kept trying to fly. Two French brothers made the first hot-air balloon. Another man made the first glider that worked. Later, someone made a better glider that could sail in the air for a long time.

History of Flight



A sketch of one of Cayley's first gliders

George Cayley built the first glider that carried a person.





Wilbur Wright watches his brother Orville make his famous flight.

Brothers named Orville and Wilbur Wright studied all of these ideas. They thought about how some ideas worked and why some didn't work. They tested their own ideas. Finally, they designed an airplane that worked. One day, Orville flew the plane for one full minute. It flew for 260 meters (850 ft). People could fly!

7

Airplanes have changed a lot since the early days of flight. Today's large airplanes carry about 450 people on trips. They also carry people's bags and cargo. Has your family flown on one?

8

Airplanes

This commercial airplane carries hundreds of passengers around the world every day.





A Navy jet fighter takes off from an aircraft carrier.



Jet gases form streaks of cloud in the sky.

Many modern planes that are built to fly high or fast use jet engines. A jet engine forces hot gases in a stream behind it. That force pushes a plane forward.

9

10

Many planes have propeller engines. Propeller blades spin like a fan.

A Navy plane with four propeller engines



Planes carry things quickly over long distances. Cargo planes and mail planes fly around the world. Big military planes carry trucks, food, and troops.



This plane can hold 132,000 kilograms (291,000 lbs.) of cargo.

11

12



A helicopter lands on top of a building.

Helicopters
Helicopters can land almost anywhere. They can also fly backward and sideways. They can even stop in midair!



Troops board a military helicopter.



A large helicopter carries a big bucket of water over a wildfire.

Some helicopters are designed to lift heavy loads. These helicopters need two rotors on top. Firefighters sometimes use these types of helicopters to fight forest fires.

13

Helicopters are much faster than cars. They can be used as ambulances. Police use them to chase criminals. Helicopters help rescue people who are lost, too.

14

A helicopter ambulance transports sick and injured people.





Beautiful balloons dot the sky.



Hot-air balloon passengers ride in a basket.

Blimps and Balloons

Hot-air balloons are pushed by the wind. They fly slowly and are very quiet. Many balloons have fun and colorful designs.

15

91

Most blimps have two small propeller engines.
Pilots steer them where they want to go.
Some blimps are used to take photos of sporting events.



Riding in a blimp gives an amazing view.



Blimps are often used to film sporting events.

Rockets and Spaceships

Powerful rockets work like big engines. Rocket engines force hot air and gas out the back to create thrust. Rockets helped people fly to the Moon and back.



The Saturn V rocket carried astronauts to the Moon.

17

The Space Shuttle rides a rocket into space. When it comes back to Earth, its wings let it land like an airplane.

18



The Space Shuttle in orbit



The Space Shuttle uses rockets to lift off.

Other Ways to Fly

Once, people only dreamed of flying like birds. Now, hang gliders drift on air. You can ride in a hot-air balloon. Airplanes fly everywhere. Where would you like to fly?



A hang glider soars over a beach.

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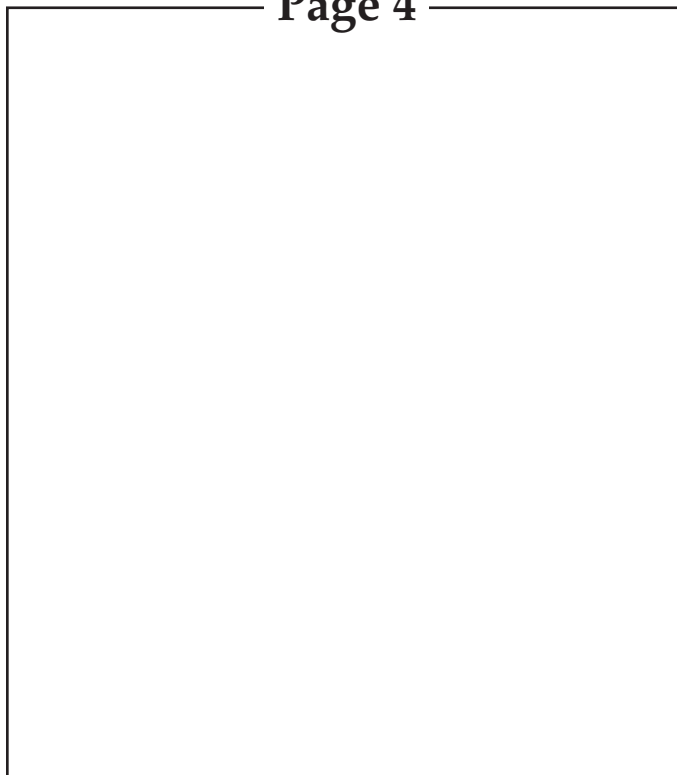
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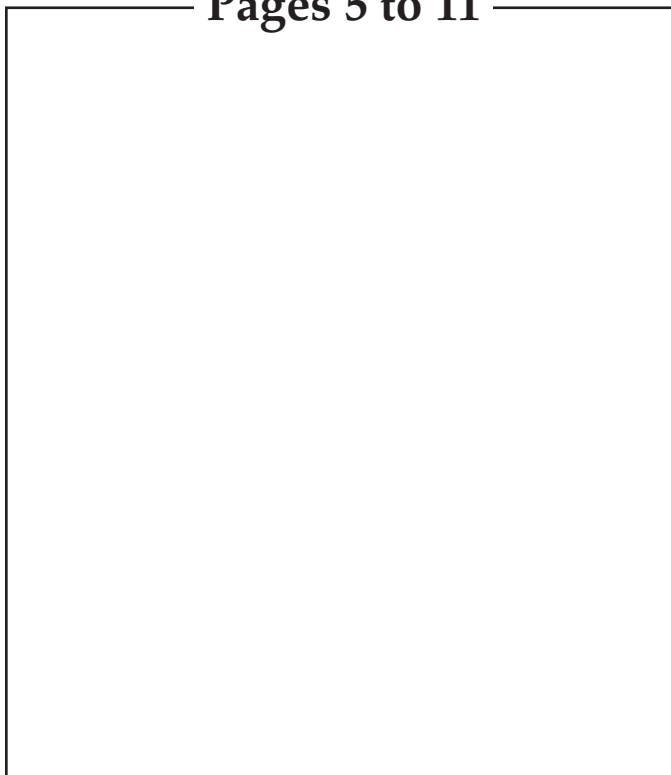
Name _____

Instructions: Draw what you visualize in your mind for the pages indicated above each box.

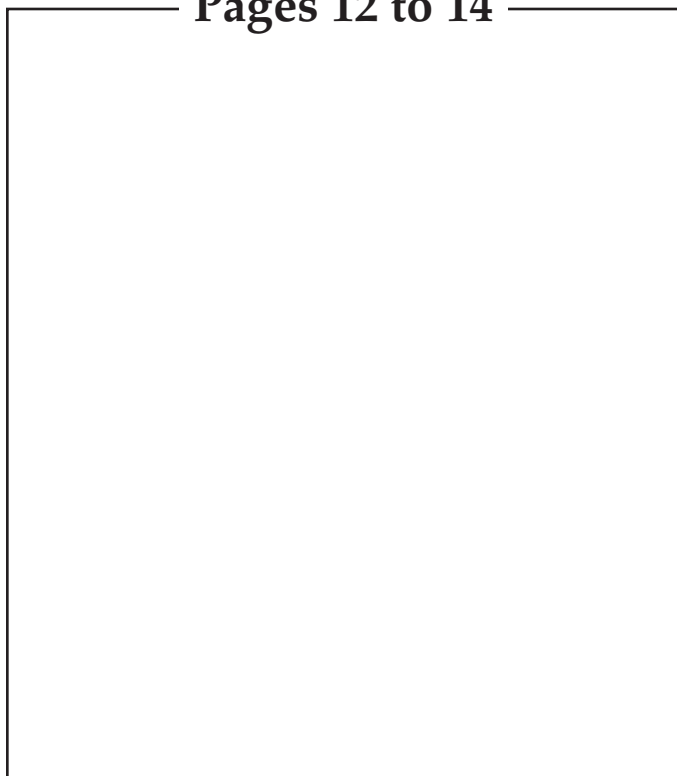
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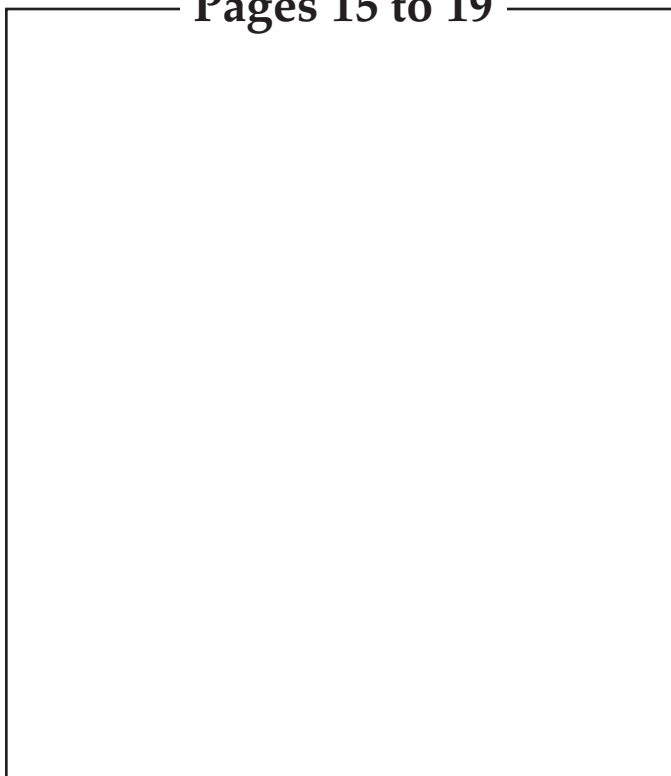
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Pages 12 to 14

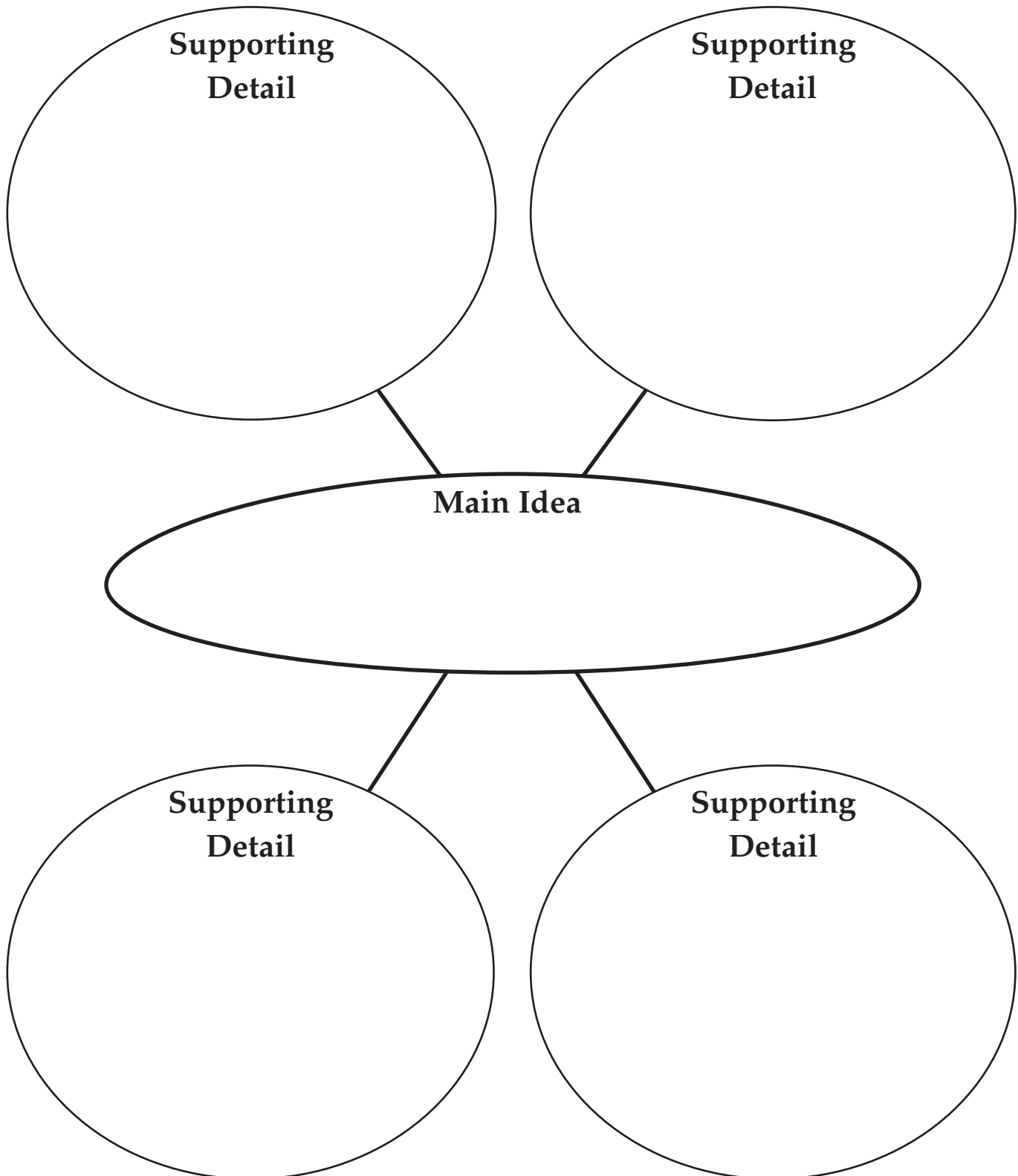


Pages 15 to 19



Name _____

Instructions: Reread the section titled "Rockets and Spaceships." Write the main idea in the center of the web. Record the supporting details in the surrounding circles.



Name _____

Instructions: In the text below, circle the letters that should be capitalized. Use a red pencil to circle the letters that should be capitalized as proper nouns. Use a blue pencil to circle the letters that should be capitalized to mark the beginning of a sentence or the name of a chapter.



history of flight

people kept trying to fly. two french brothers made the first hot-air balloon. another man made the first glider that worked. later, someone made a better glider that could sail in the air for a long time.

brothers named orville and wilbur wright studied all of these ideas. they thought about how some ideas worked and why some didn't work. they tested their own ideas. finally, they designed an airplane that worked. one day, orville flew the plane for one full minute. it flew for 260 meters (850 ft). people could fly!

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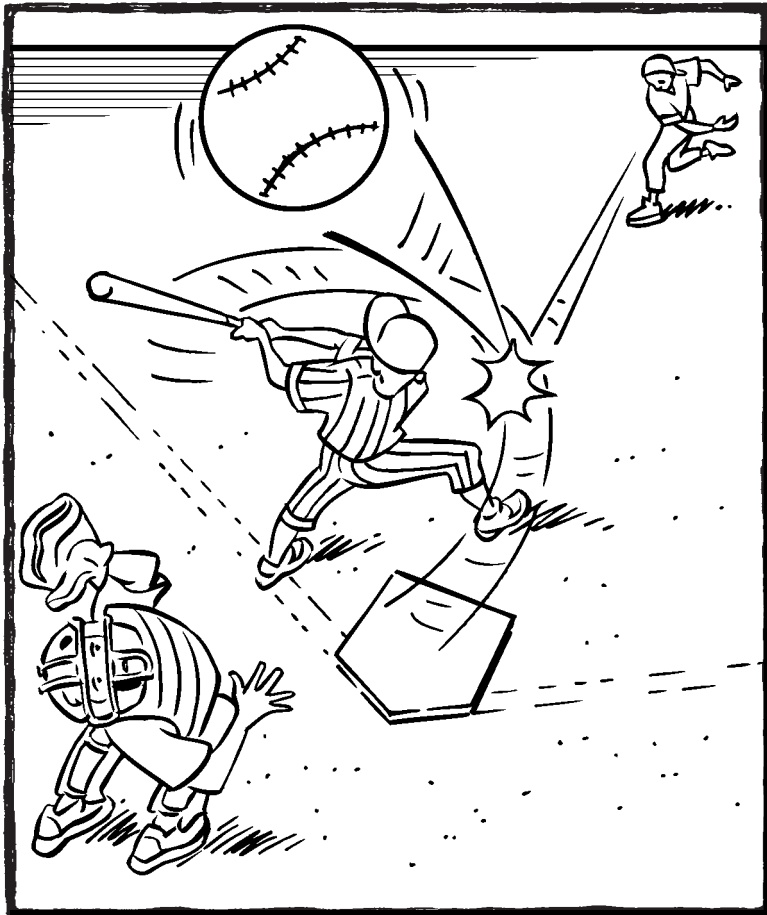
ships

SKILL: COMPOUND WORDS

Eggy's Easy Out

A Reading A-Z Level L Leveled Reader

Word Count: 395



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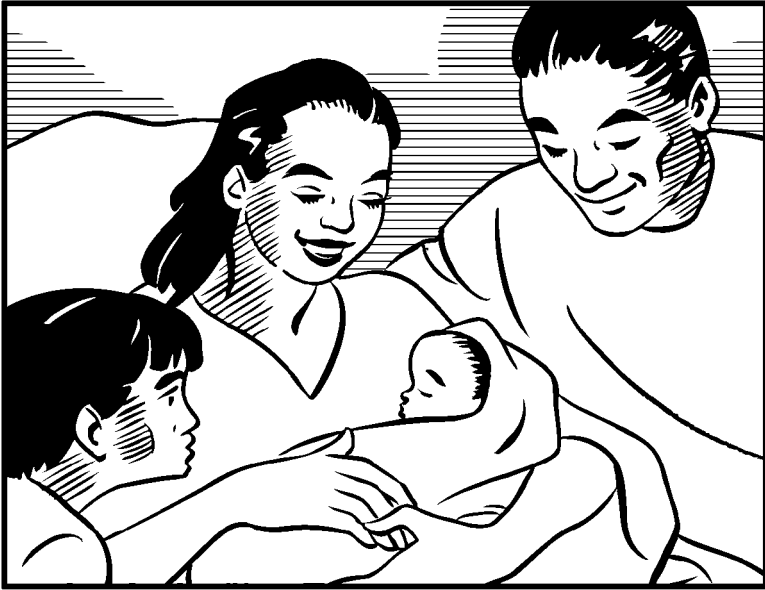
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People call me Eggy. But that's not my real name. When my brother Jordan first saw me when I was a baby, he said, "His head looks like an egg!" My head is normal now, but the nickname stuck.

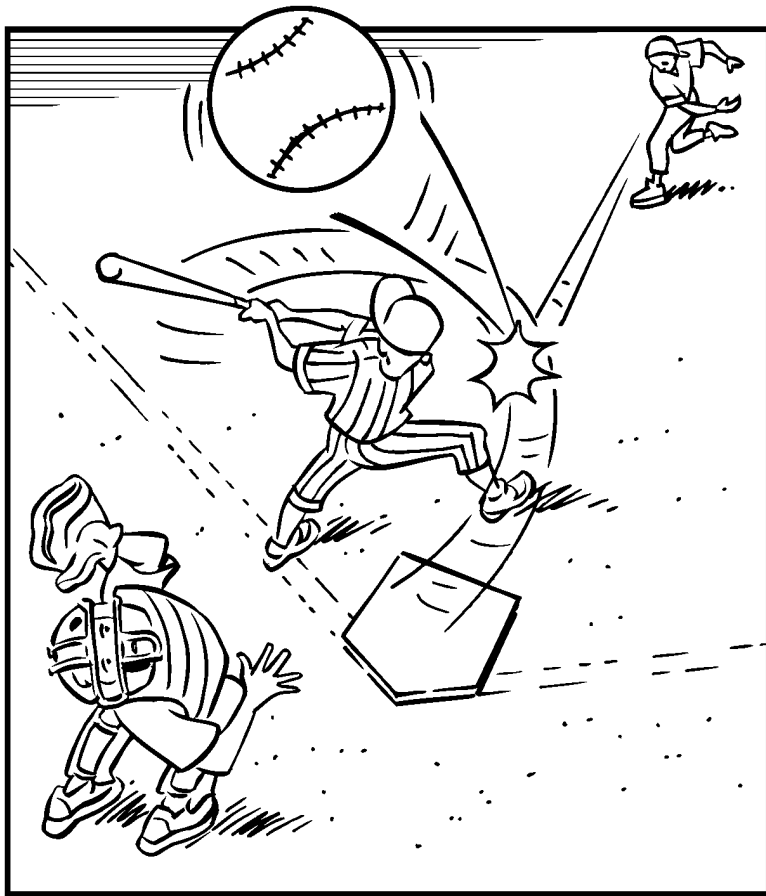
Jordan has always liked to throw things, especially at me. Mom says I could catch even before I could walk.



Now that he's twelve, Jordan has a super-strong arm. He pitches for his Little League team. And do you know what? I play catcher for my team. Catchers must be quick and smart. They use signals to tell the pitcher what kind of pitch to throw. Fastballs are my favorite. I like the way they zoom past the batter and slam hard into my mitt.

During the last inning of our first game, I signaled for a fastball. The batter hit a pop fly. The ball sailed toward the sun like a rocket ship.

“Catch it, Eggy!” the coach shouted.



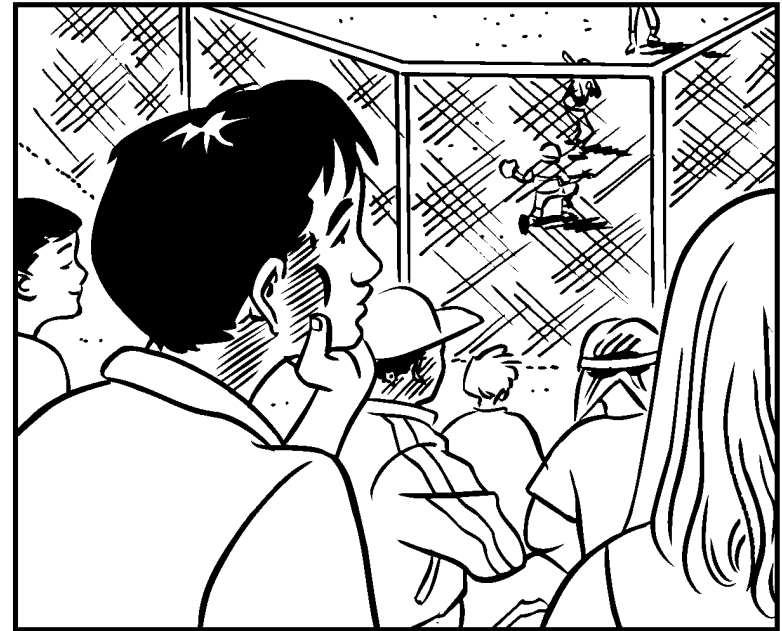
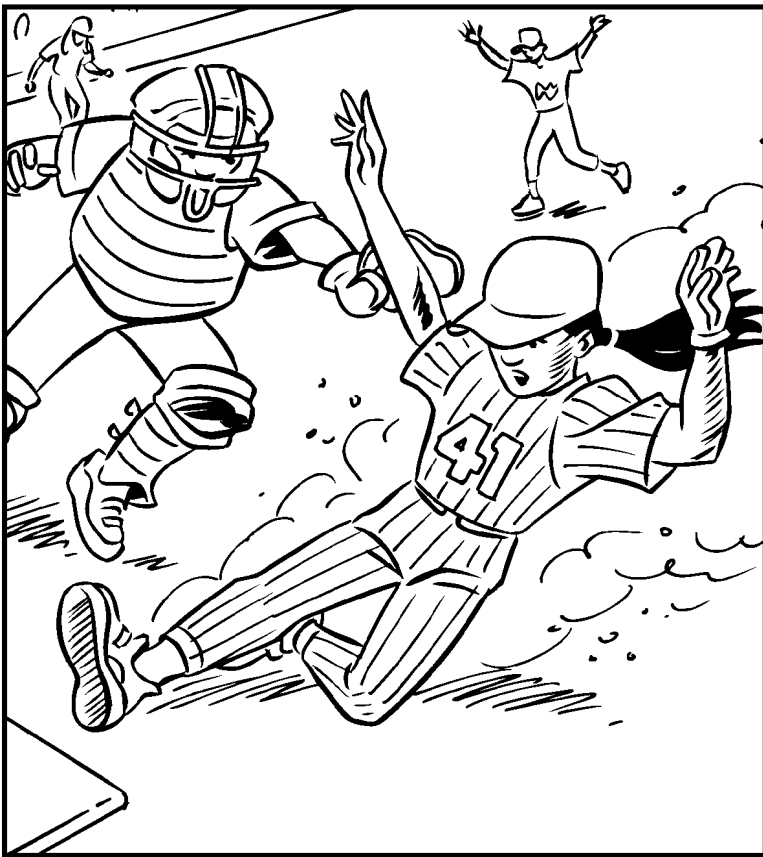
I flung off my mask. Even with the sun in my eyes, I nabbed the pop-up. My team won the game!

I told Jordan about my awesome catch.

“Pop-ups are easy outs, Eggy,” he said. “Try something harder next time.”

We lost the next game, but I tagged a player out as she slid home. Later, when I told Jordan, he tossed his dinner napkin at me.

“Not bad, Eggy,” he said. “This Saturday I’ll watch you play.”

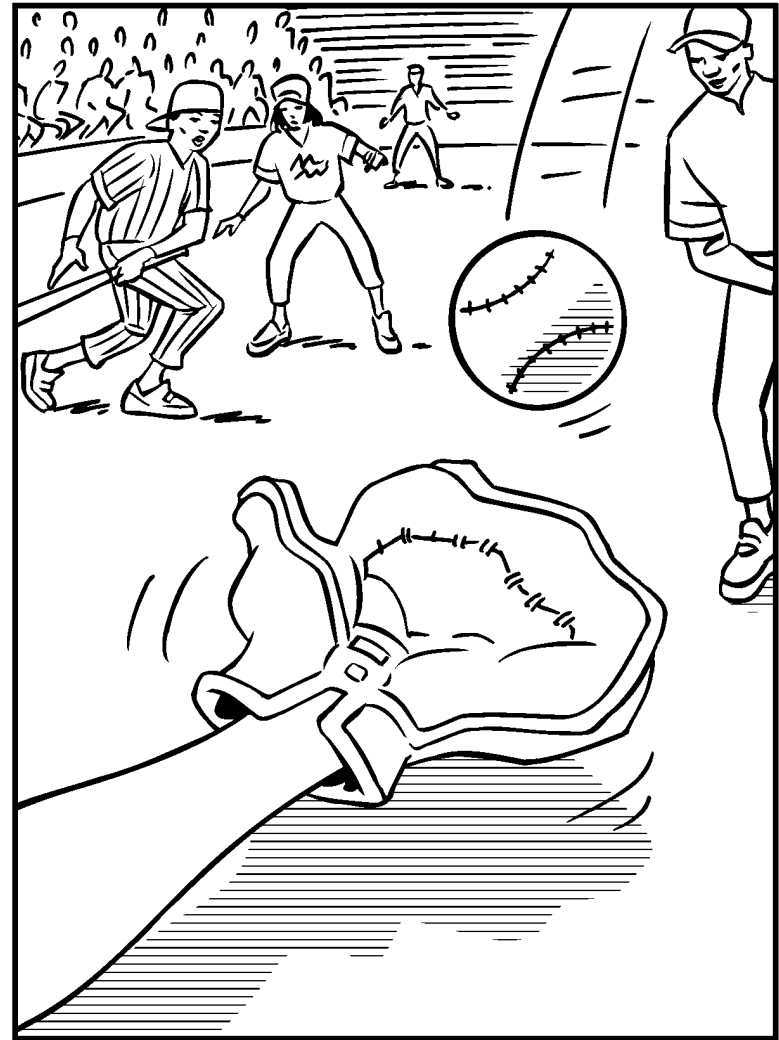


On Saturday, I tried to forget that Jordan was there. The other team was playing very well. I did not want to lose another game. The score was tied in the last inning. That’s when I really tried to forget that Jordan was there. I signaled the pitcher for a fastball, but it had a lot of spin. The batter knocked it straight over my head.

I leaped up and threw off my mask.
I heard Jordan shout. Just then,
some dust blew into my nose.
Before I could stop it, my mouth
opened wide, and I sneezed.



That's when the ball hit my head.
I fell to my knees. Before I blacked
out, my mitt reached for the ball.





When I opened my eyes, Jordan was kneeling next to me. He held an ice pack to my head. Both teams clapped loudly as Jordan walked me to the bench.

“Did I catch it?” I asked. The coach handed me my mitt. There, right in the middle, was the ball.



“You caught something else, Eggy,” Jordan said, smiling. “It’s a big, egg-shaped lump on your head!”

Name _____

INSTRUCTIONS: Using the book, write complete sentences about each part of the story in the boxes below.

Beginning



Middle



End



Name _____

INSTRUCTIONS: Write one word from each page for which the long /e/ sound is spelled with *ea* or *ee*.
Use each word in a sentence.

Page	Word	Sentence
4	_____	_____ _____ _____
6	_____	_____ _____ _____
9	_____	_____ _____ _____
10	_____	_____ _____ _____
11	_____	_____ _____ _____

Sign Language and Hand Talk

A Reading A-Z Level L Leveled Reader

Word Count: 746




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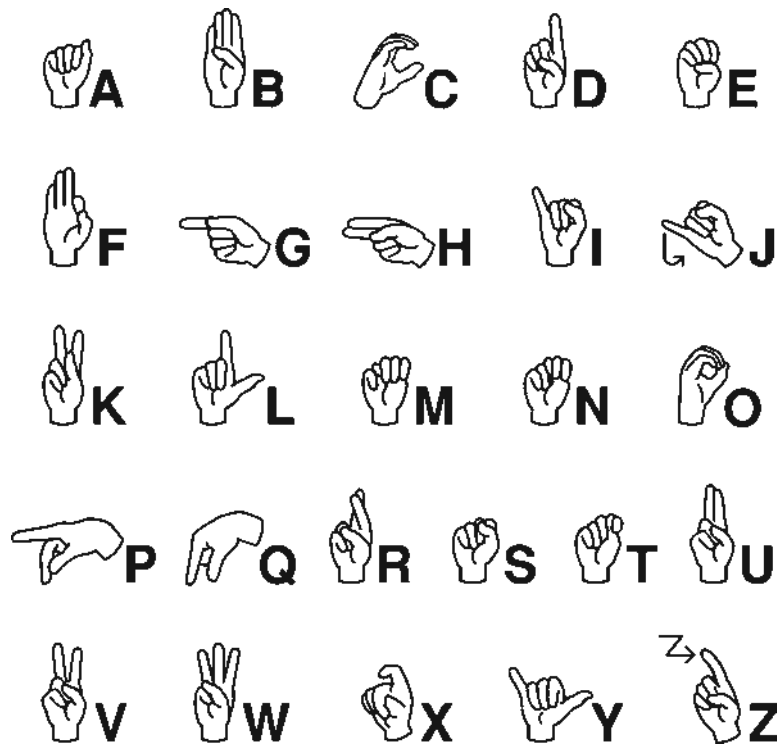
Sign Language and Hand Talk



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Introduction

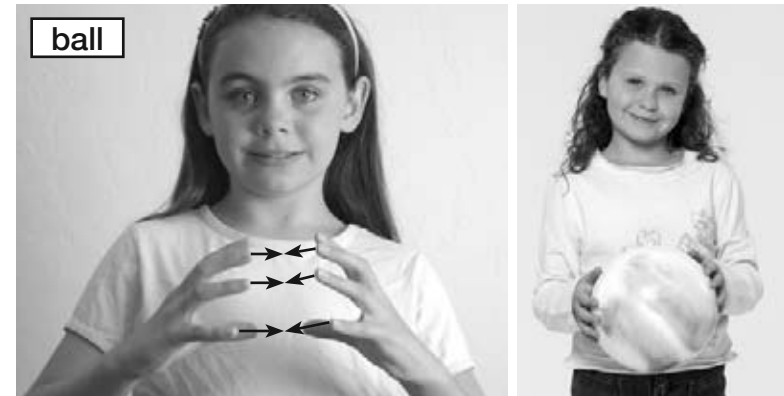
People have always used their hands to **communicate**. Today, people still communicate with their hands. A police officer holds up a hand to stop a car. A dad waves his hand to say “hello” and “goodbye.” A mom uses her hand to “blow” her son a kiss.

People who are **deaf** or hard of hearing use their hands to make letters and words. This kind of communication is called **sign language**.

Sign language first started in the United States in 1815. An American named Thomas Gallaudet helped create an American Sign Language from French hand signs, Native American hand signs, and other hand signs.



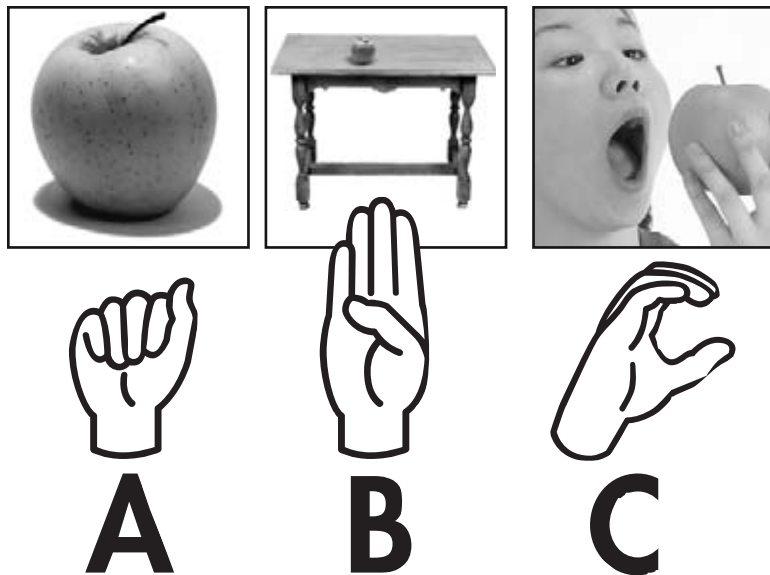
Gallaudet College, 1897, a school for deaf students, was named for Thomas Gallaudet.



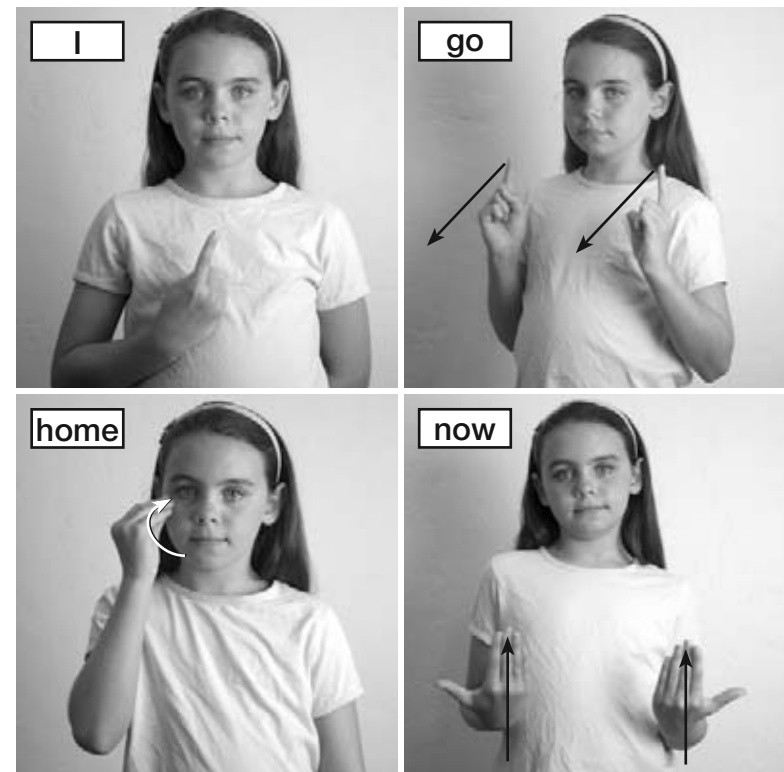
Learning Sign Language

Today, sign language is taught to deaf people from when they are very young. When a deaf child is playing with a ball, a parent uses one hand to make a sign for ball. At the same time, the parent points to the ball. The sign for ball is called a whole word sign. Deaf children also learn to use their fingers to make letters. They learn each letter of the alphabet. Making these different types of signs is called **signing**.

Deaf children make up ABC stories to practice signing letters. For example, the sign for the letter A looks like an apple. The letter B is flat like a table. The letter C is like an open mouth. This ABC story might be an apple sitting on a table waiting for a mouth to eat it. As each new letter of the alphabet is learned, a new part of the story is added.



Whole word signs are used to make sentences. Whole word signs are made using hand movements. Body movements and changes in the face also are used. Signers watch people's hands, bodies, and faces. This helps them know what is being communicated.





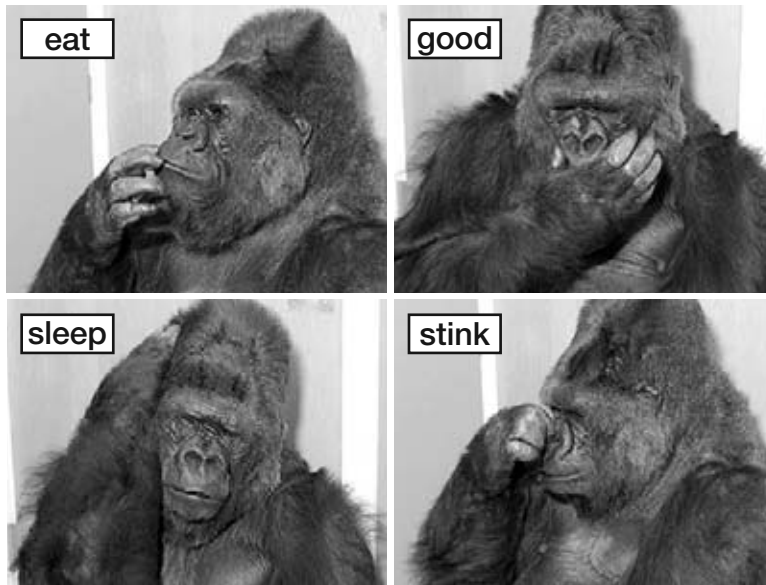
Babies who are not deaf also can learn to use sign language. Babies can make signs before they can say words. Babies can learn to shape their hands like a cup and pretend to take a drink. This sign tells parents that the baby is thirsty. Babies also learn to make a fist when they want milk.



Teaching Signs to Animals

Some other animals can understand hand signs. For example, a dog owner can teach a dog to stay. When the owner gives his dog the sign, the dog stays in one spot. Signs also can be used to make a dog sit up, roll over, and lie down.

Koko is a famous gorilla that has been taught to use sign language. Koko learned to sign when she was a baby. She has learned more than 1,000 signs. Koko can tell her trainer when she is hungry, thirsty, happy, or sad.



Try This!

Learn the signs for some words. Practice by signing to a partner.

Try these signs to see if your partner can tell what you are communicating.

Famous Sign Language Users



Helen Keller

Helen Keller could not see or hear. She used her **sense** of touch to

communicate.

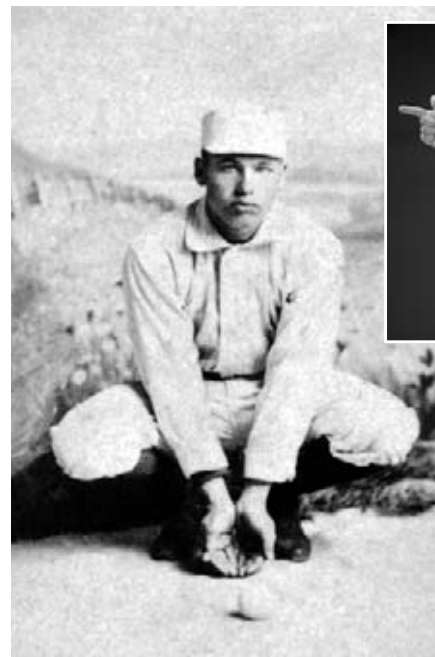
People could use their fingers to sign letters on the palm of Helen's hand. Helen also would touch people's lips as they spoke. She understood what they were saying by the changing shape of their lips. Helen became an **inspiration** to many people.



Heather Whitestone McCallum

In 1994, Heather Whitestone McCallum became Miss America. She was the first deaf person to win the contest. She danced to music she couldn't hear.

Since winning the crown, Heather has spoken and written books about living as a deaf person. She is an inspiration to many people, too.



William Ellsworth Hoy

William Ellsworth Hoy was the first deaf major league baseball player. In 1901, he hit the first grand slam home run in the American League. Hoy taught his team members sign language. He made up many of the signs that coaches, players, and umpires use today.

Conclusion

Everyone uses some kind of sign language or hand talk every day. Many deaf people communicate by signing. Babies, animals, and people who can hear also can learn to understand hand signs.



Glossary

communicate	to make thoughts or ideas known (p. 4)
deaf	being wholly or partly unable to hear (p. 5)
inspiration	a good influence (p. 12)
sense	understanding the world through sight, touch, taste, smell, or hearing (p. 12)
sign language	a system of hand, face, and body movements used to communicate (p. 5)
signing	using sign language (p. 6)

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Name _____

INSTRUCTIONS: In the first column, write what you already know about sign language and hand talk. In the second column, write what you would like to learn about them. After you finish reading, fill in the third column with information you learned from reading the book.

What I Know	What I Want to Know	What I Learned

Name _____

INSTRUCTIONS: Write at least three main ideas from *Sign Language and Hand Talk* in the left-hand boxes. In the right-hand boxes, list up to three details that support each main idea.

Sign Language and Hand Talk	
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.

SIGN LANGUAGE AND HAND TALK • LEVEL L • 2

SKILL: MAIN IDEA AND DETAILS

Name _____

INSTRUCTIONS: Read each sentence. Write an antonym for each underlined word on the line under the sentence.

1. Sign language is taught to deaf children from when they are very young.

Antonyms: _____

2. The sign for the letter B is flat like a table, and the letter C is like an open mouth.

Antonyms: _____

3. Babies can make signs before they can say words.

Antonyms: _____

4. Signs also can be used to make a dog roll over and lie down.

Antonyms: _____

5. She was the first deaf person to win the contest.

Antonyms: _____

6. Everyone uses some kind of sign language every day.

Antonyms: _____

7. Deaf children learn many whole word signs.

Antonyms: _____

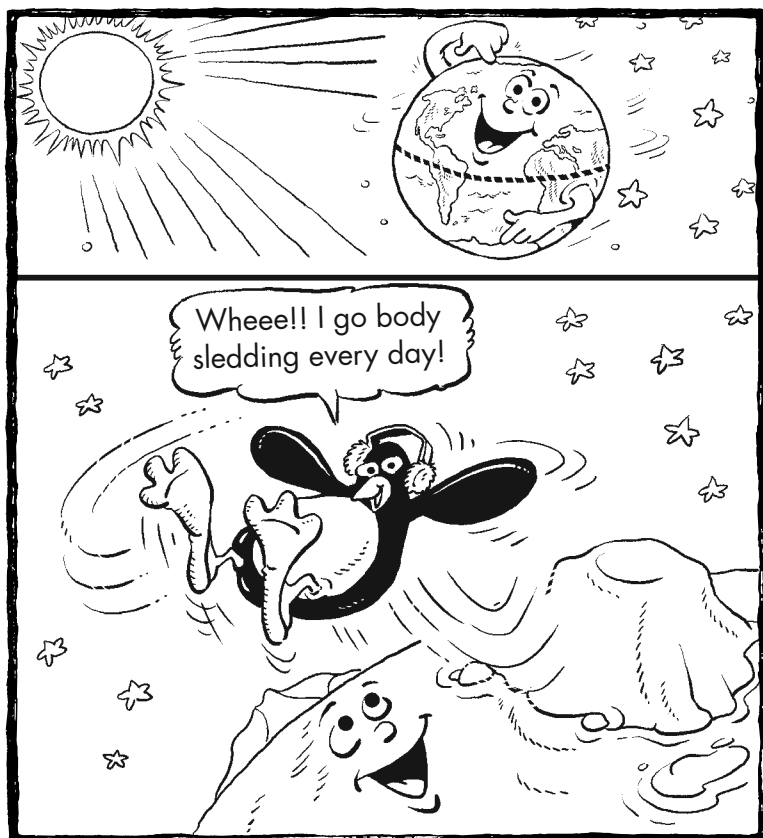
8. She has written many books about living as a deaf person.

Antonyms: _____

Introducing Planet Earth

A Reading A-Z Level L Leveled Reader

Word Count: 506



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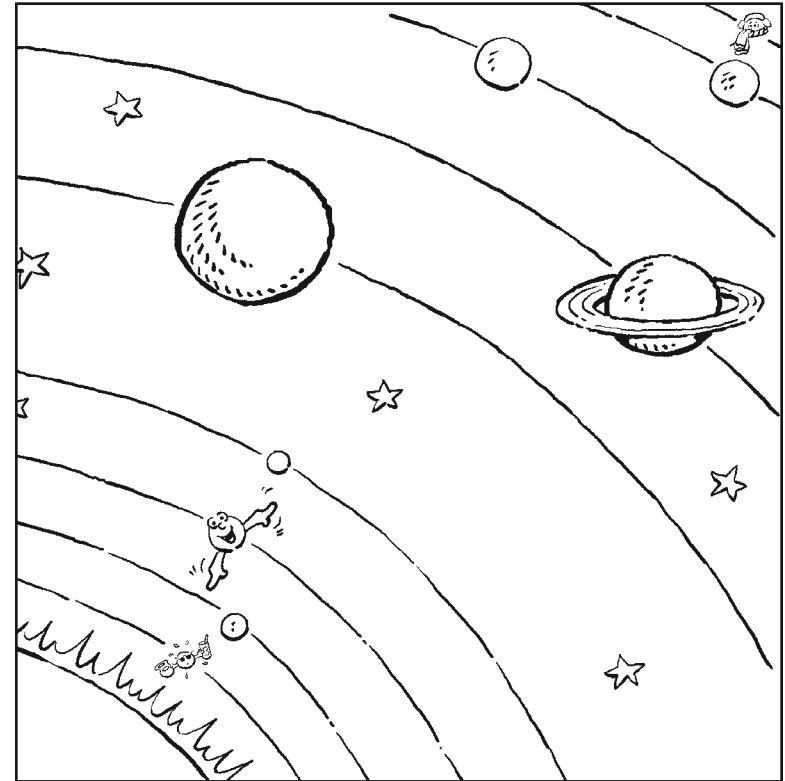
Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

Let me introduce myself. I am Planet Earth. I am the luckiest planet in our solar system. I can support life!



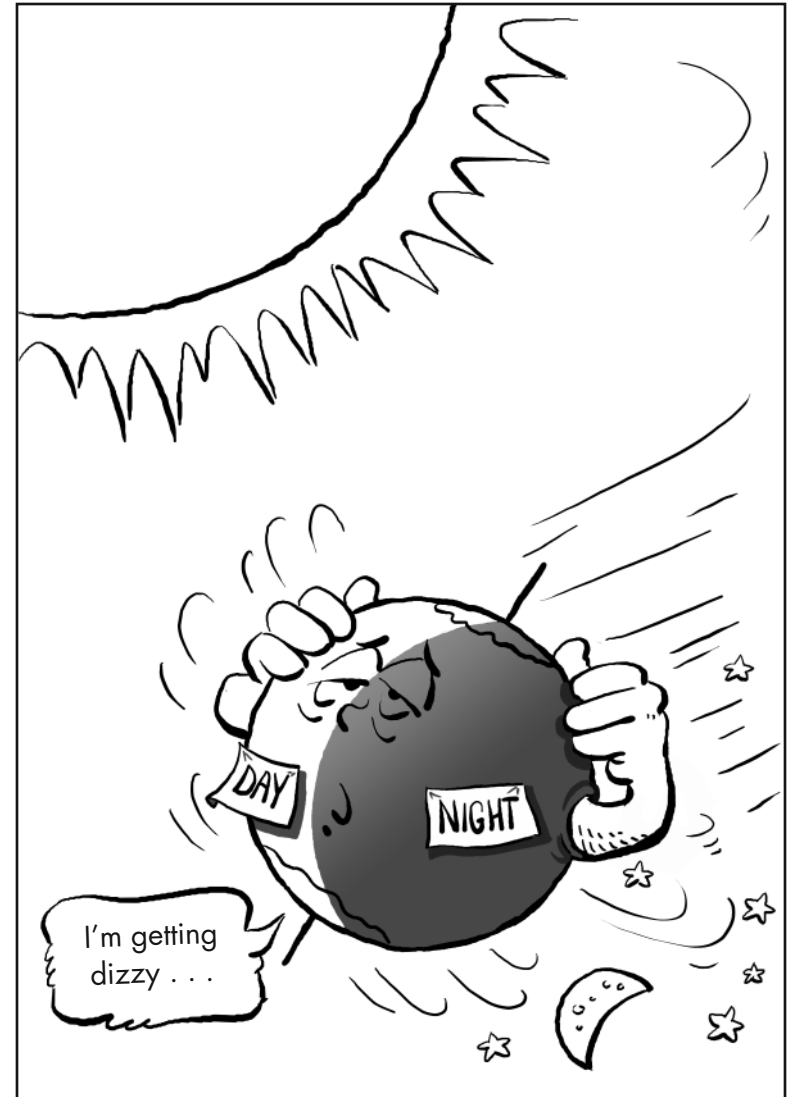
Look at Mercury so close to the Sun. Hot, hot, hot. Even one of my desert rats could not live in that heat!



Cold dwarf planet Pluto sits so far from the Sun. Brrrr. How would you like to be a frozen Popsicle Planet? Not me.

I have all the things life needs—air, water, and land.

I have four oceans and seven huge pieces of land called **continents**. On land, I even have lakes and rivers filled with fresh water that plants and animals need.



I spin like a top, so that all living things have day and night. People call this rotating.

Try This!

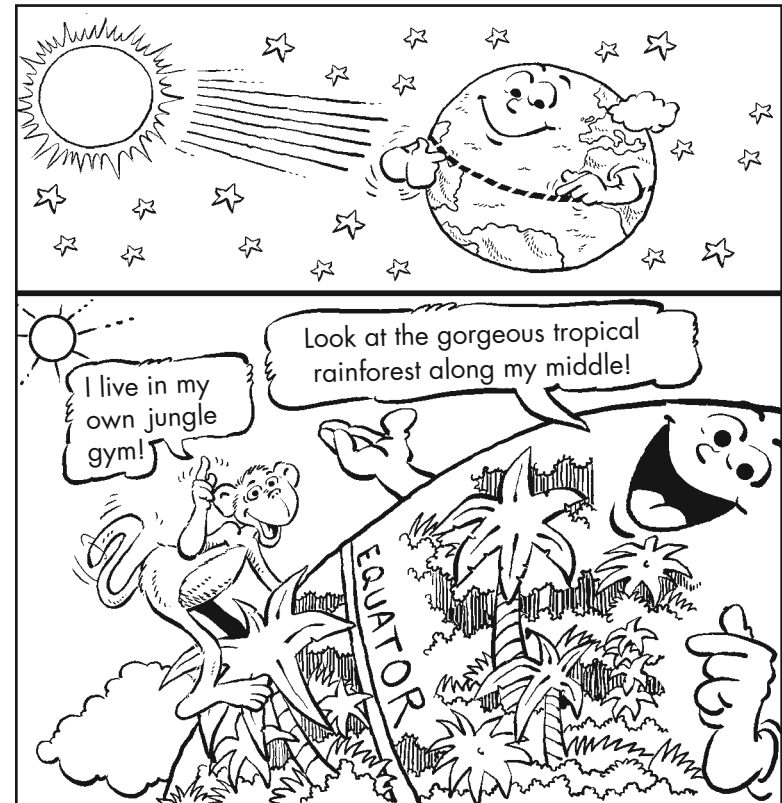
Want to see what makes day and night?

Get a flashlight and a friend to be the Sun. You be Earth. Earth spins around slowly. It's daytime on the side of your body facing the Sun! It's nighttime on the side turned away from the Sun.

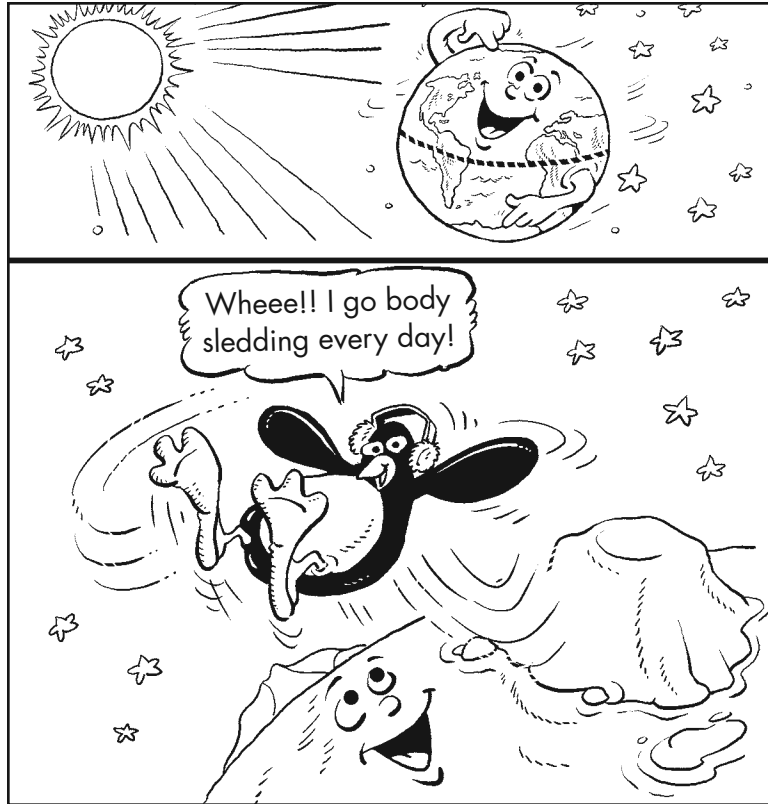


Because I am round like a ball, sunlight hits me unevenly. This makes parts of me hot and parts of me cold.

My fat belly gets the most direct sunlight, so it is hottest along my belt. This area is called the **equator**.



My **North and South Poles** get the least direct sunlight. The Sun's rays are weaker here than at my equator. These areas are my coldest.

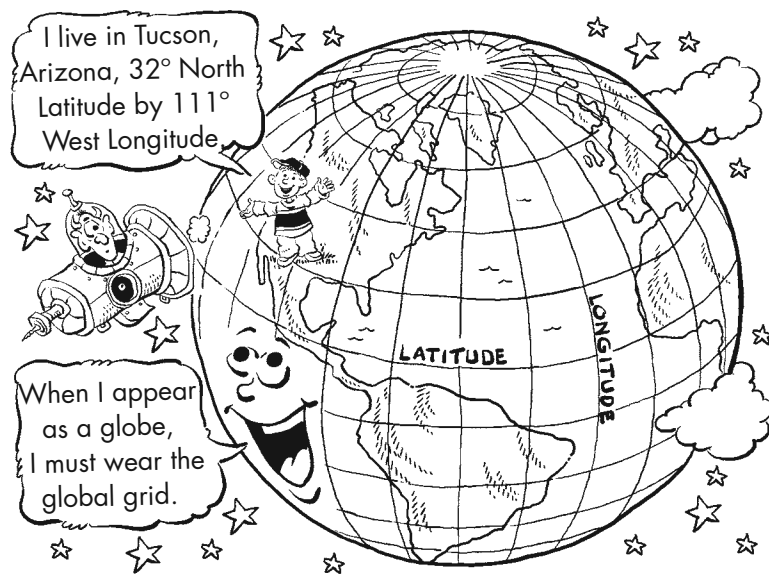


Whether it's hot, cold, or in between, creatures live all over me.



People live on all my continents; a few even live around the South Pole in **Antarctica**. Most people live in my milder parts where they can build homes and grow crops.

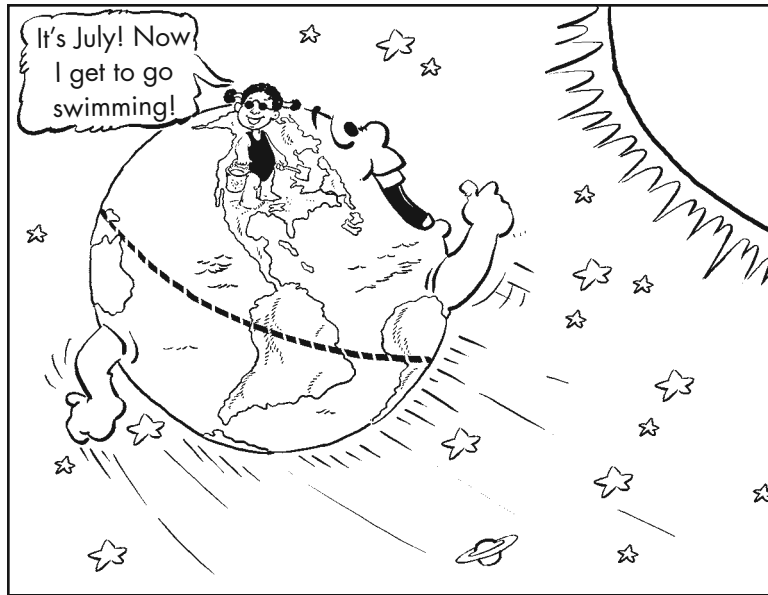
People travel all over my planet. Long ago, people got lost when sailing across my oceans. They needed a way to identify locations. So they invented a global grid, or lines that cross each other to form points anywhere on Earth. The lines that run north and south are **longitude** lines. The lines running east and west are **latitude** lines. This grid tells people where they are.



Oh, I almost forgot. I am **tilted**, too. As I travel around the Sun during my yearlong trip, I stay in my tilt. Sometimes I tilt toward the Sun, and sometimes away from it.

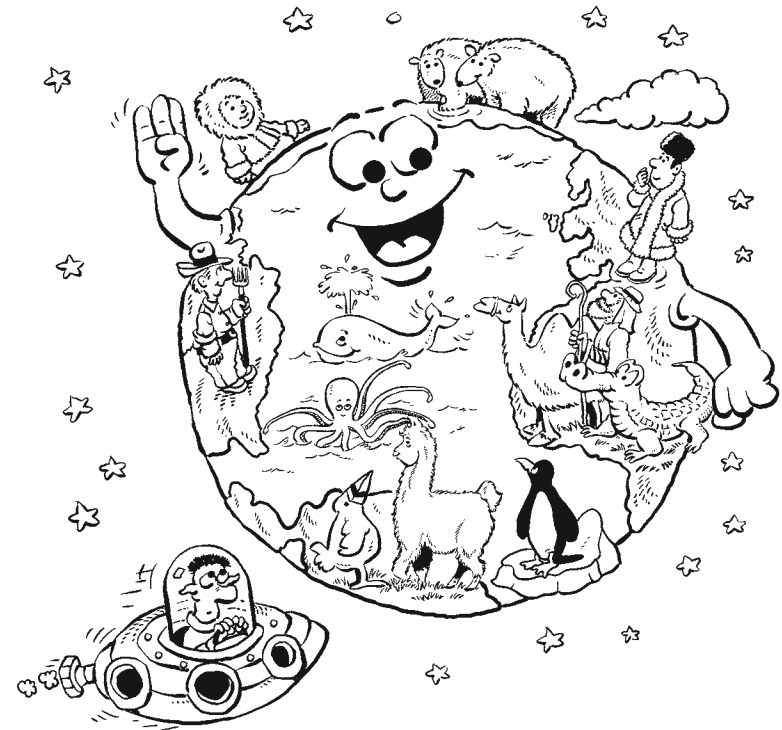
My tilt creates **seasons**. In January, my top half, or northern half, is tilted away from the Sun. That's winter when children in the northern half go sledding. At the same time, the southern half is pointed toward the Sun. It's summer there.





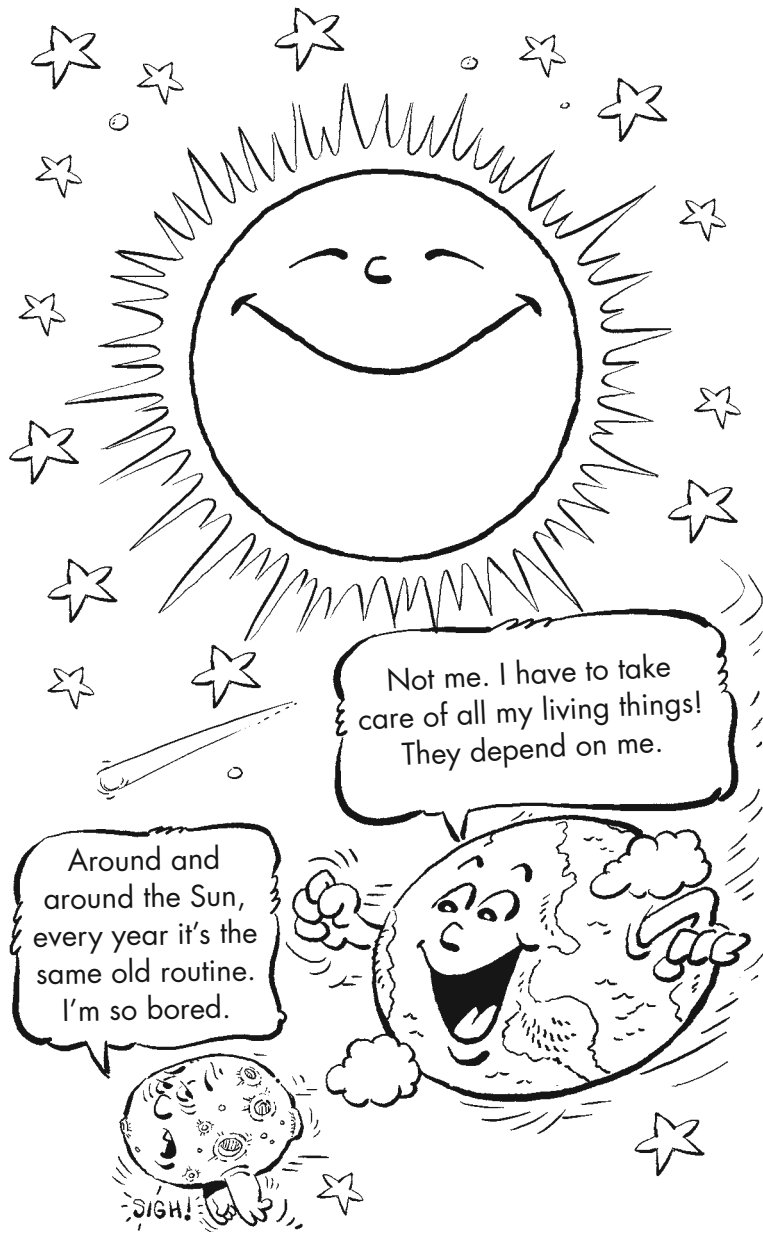
When I get halfway around the Sun and it's July, I'm still tilted. But this time, my northern half is tilted toward the Sun, and it's summer. My southern half is pointed away from the Sun, and it's winter there.

I am a fair planet. I give each of my halves seasons and equal amounts of sunlight. They just get it at different times of year.



To all my creatures on Earth, I make you a promise. I will rotate every 24 hours to give you daytime and nighttime. I will continue to wobble and tilt to give you seasons. I will travel around the Sun once each year. And I will do all these things for billions of years to come.

I am a planet you can trust.

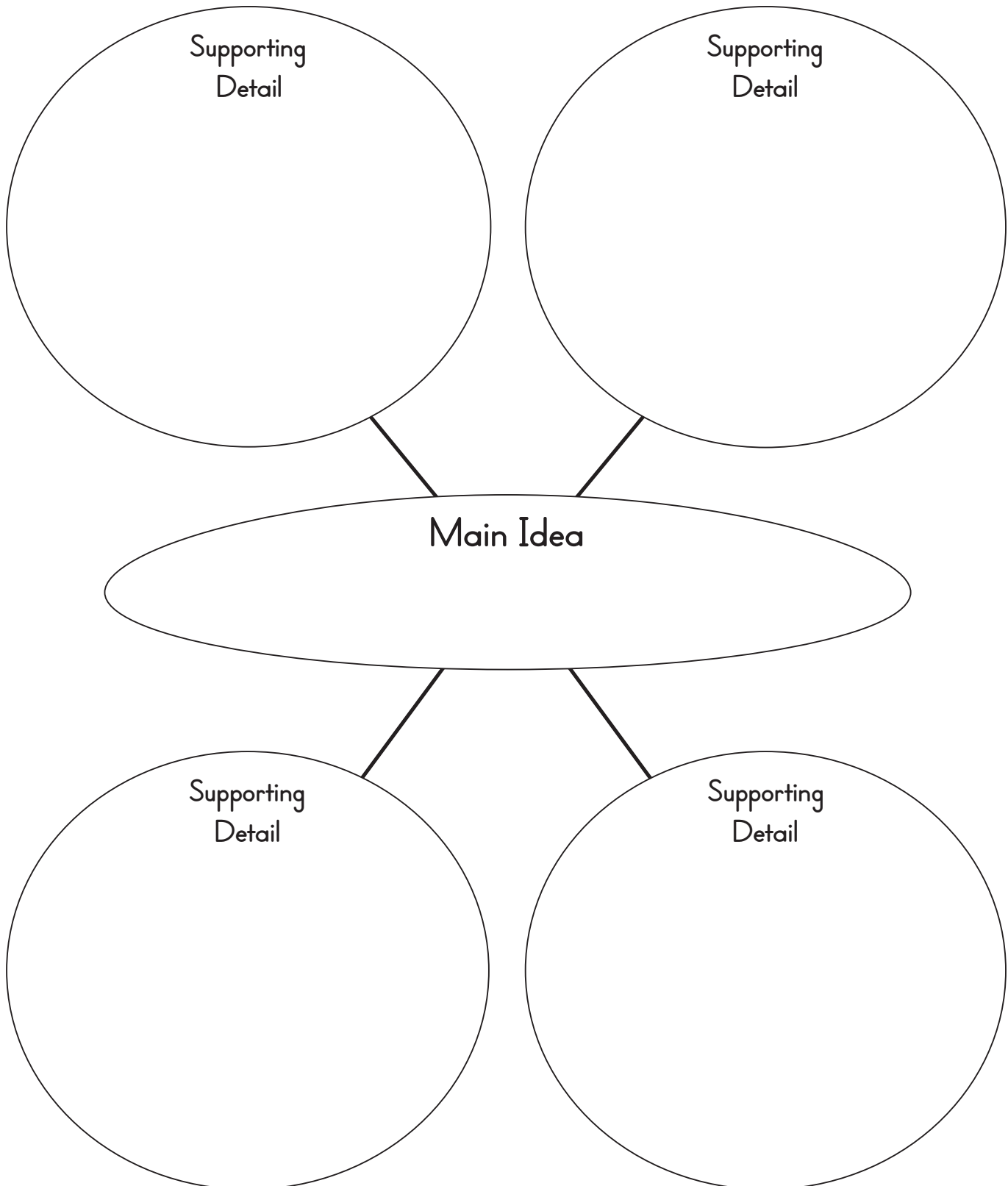


Glossary

Antarctica	an ice-covered continent near the South Pole (p. 10)
continents	the great divisions of land on Earth, including Africa, South America, Asia, Europe, North America, Australia, and Antarctica (p. 5)
equator	an invisible line that cuts the earth in half equally from the North and South Poles (p. 8)
latitude	lines that run east and west on a globe (p. 11)
longitude	lines that run north and south on a globe (p. 11)
North and South Poles	the points farthest north and south on the Earth along its axis (p. 9)
seasons	the four periods that a year is typically divided into (p. 12)
tilted	slanted, not straight (p. 12)

Name _____

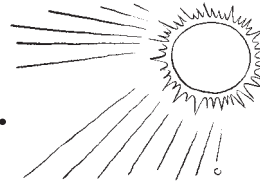
INSTRUCTIONS: Write the main idea in the center of the web. Record the supporting details in the surrounding circles.



Name _____

INSTRUCTIONS: Change each singular noun to a plural noun and write the new word on the line. Then choose two words and use each one in a sentence.

Change these singular nouns to plural nouns.



plant _____

wish _____

dress _____

peach _____

match _____

creature _____

home _____

planet _____

fox _____

continent _____

Choose two words from above and use each one in a sentence below.

(word)

(word)



Name _____

INSTRUCTIONS: Draw lines to match words in the left-hand column with words in the right-hand column to create compound words. Then write the compound words you created on the lines at the bottom of the page.

day	side
sun	way
year	boat
half	time
some	long
any	light
out	time
sail	where



World Holidays

A Reading A-Z Level L Leveled Reader

Word Count: 460



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Peter C. Montin for ProQuest LearningPage.

Pronunciation Guide

Hanukkah (HAH-nuh-kuh)
menorah (mah-NOR-ah)
dreidel (DRAY-dehl)
Ramadan (rahmeh-DAH-N)
Christmas (KRIS-mess)
Kwanzaa (KWAN-zah)
mkeka (m-KAY-kah)
kinara (kee-NAH-rah)
Holi (ho-LEE)

World Holidays
Level L Leveled Reader
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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
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Introduction

People all over the world celebrate holidays that are full of **traditions**. Traditions are the special ways people do something. People celebrate holidays by preparing and eating food, playing games, singing songs, and telling stories.



① Ornaments decorate a tree during Christmas ② Gift envelopes used during Chinese New Year ③ Painting the ground bright colors during Holi

Chinese New Year 🧨

Many people celebrate Chinese New Year.

People celebrate the arrival of spring and wish for good luck. They put good

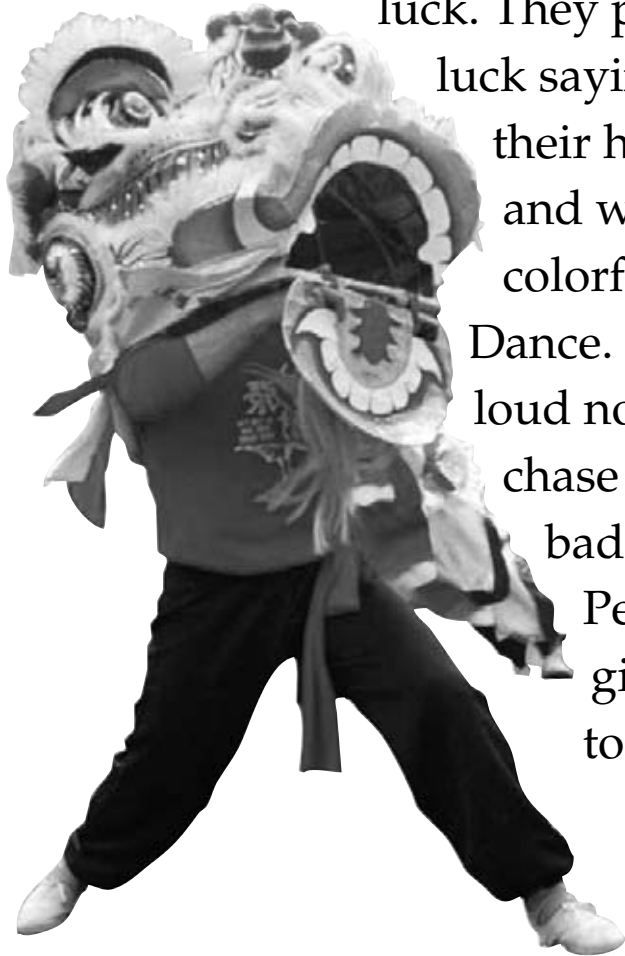
luck sayings in their homes and watch a colorful Lion Dance. It uses loud noises to chase away bad luck.

People also give gifts to others.

A lucky lion made of cloth dances down the street.

Date: late January or early February

Where Started: China



A family spends time together on Christmas Day.

Date: December 25 or January 6

Where Started: Europe

Christmas ❄️

Christmas can be celebrated at different times, but many people celebrate on December 25th.

Christmas usually lasts only a day, but the celebration may last longer. Many people place a tree in their homes. They decorate the tree with colorful lights. People sing songs and give gifts to family and friends. They also share toys, clothes, and food with others who need them.

Hanukkah



Other people celebrate Hanukkah. Hanukkah lasts eight nights.

People light a candle each night in a holder called a **menorah**.

During Hanukkah, people sing songs and eat with family and friends. They get small gifts and money to share

with others. People also play a game with a top called a **dreidel**.



Date: Middle
or late
December

Where Started:
Middle East

Holi



Some people celebrate Holi. During Holi, people celebrate the end of winter and the arrival of spring. People sing and dance. They decorate with lots of colors and wear colorful clothes. They even spray family and friends with colorful powders and water. It is a time of joy and fun.

Date: March

Where Started:
India



Family members decorate each other during Holi.



One candle in the kinara is lit for each night of Kwanzaa.

Date:
December 26
to January 1

Where Started:
North America

Kwanzaa 🍷

Other people celebrate Kwanzaa. It is an important time of the year for friends and family. Kwanzaa lasts for seven days. Each night, people light candles in a holder called a **kinara**. There are seven candles in the kinara, one for each night of Kwanzaa.

During Kwanzaa, people celebrate by eating together and giving gifts. A **mkeka**, or mat, with vegetables is put in the home. Special items are placed on this mat. People tell traditional stories with family and friends.



The Kwanzaa table includes vegetables placed on an mkeka, or mat.



Fireworks are part of many New Years celebrations.

Date: January 1 or beginning of spring

Where Started: Middle East

New Year

People all over the world celebrate the New Year. People use different calendars to tell when a new year starts. They have many traditions. Many people celebrate with fireworks and songs. They may toss colorful pieces of paper in the air. People also might wish each other good luck for the new year.



A family eating together at the end of Ramadan.

Date: Changes each year by the Western calendar

Where Started: Middle East

Ramadan

Other people celebrate Ramadan. It lasts one month. During Ramadan, many people eat only before the sun comes up, and after it goes down. People show their thanks for the things they have. It is a time to think about other people and do nice things for them.



Conclusion

Holidays are often a special time for people. Many holidays are celebrated all over the world. People celebrate the holidays in some ways that are different, and some ways that are the same.



A Celebration Timetable

Holidays occur all year long. Here are some holidays and when they are celebrated.

Chinese New Year

- Chinese New Year is based on the Chinese calendar.
- It is celebrated in late January or early February. It lasts for 15 days.

Christmas

- Christmas is celebrated on December 25th or January 6th each year.
- It lasts one day. However, people often celebrate this holiday over many days.

Hanukkah

- Hanukkah is based on the Jewish calendar.
- It begins in middle or late December and lasts eight nights.

Do You Know?

Many people around the world follow the *Gregorian calendar*, often referred to as the Western calendar. This calendar measures approximately 365 days in each year.

Holi

- Holi lasts 15 days and is celebrated each March on the day after the full moon.

Kwanzaa

- Kwanzaa begins on December 26th and ends on January 1st. It lasts seven days.

New Year

- Many people celebrate the coming of the new year on the night before New Year's Day.
- New Year's Day is January 1st or the beginning of spring.

Ramadan

- Ramadan is based on the Muslim calendar. The calendar is 354 days long.
- Celebrating Ramadan lasts about 29 or 30 days.

Math Minute

- How many days is the Muslim calendar shorter than the Western calendar?
- How many days do Chinese New Year and Kwanzaa last altogether?

Glossary

dreidel	a top used in a Hanukkah game (p. 7)
kinara	a candleholder used during Kwanzaa (p. 9)
menorah	a candleholder used during Hanukkah (p. 7)
mkeka	a mat used to place vegetables on during Kwanzaa (p. 10)
traditions	the ways people do something (p. 4)

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	tradition(-s)(-al), 4, 12

Name _____

INSTRUCTIONS: Write what you already know about each of the holidays in the appropriate box. As you read, add information to each box to gain a better understanding of each holiday and how it is celebrated.

Chinese New Year



Christmas



Hanukkah



Holi



Kwanzaa



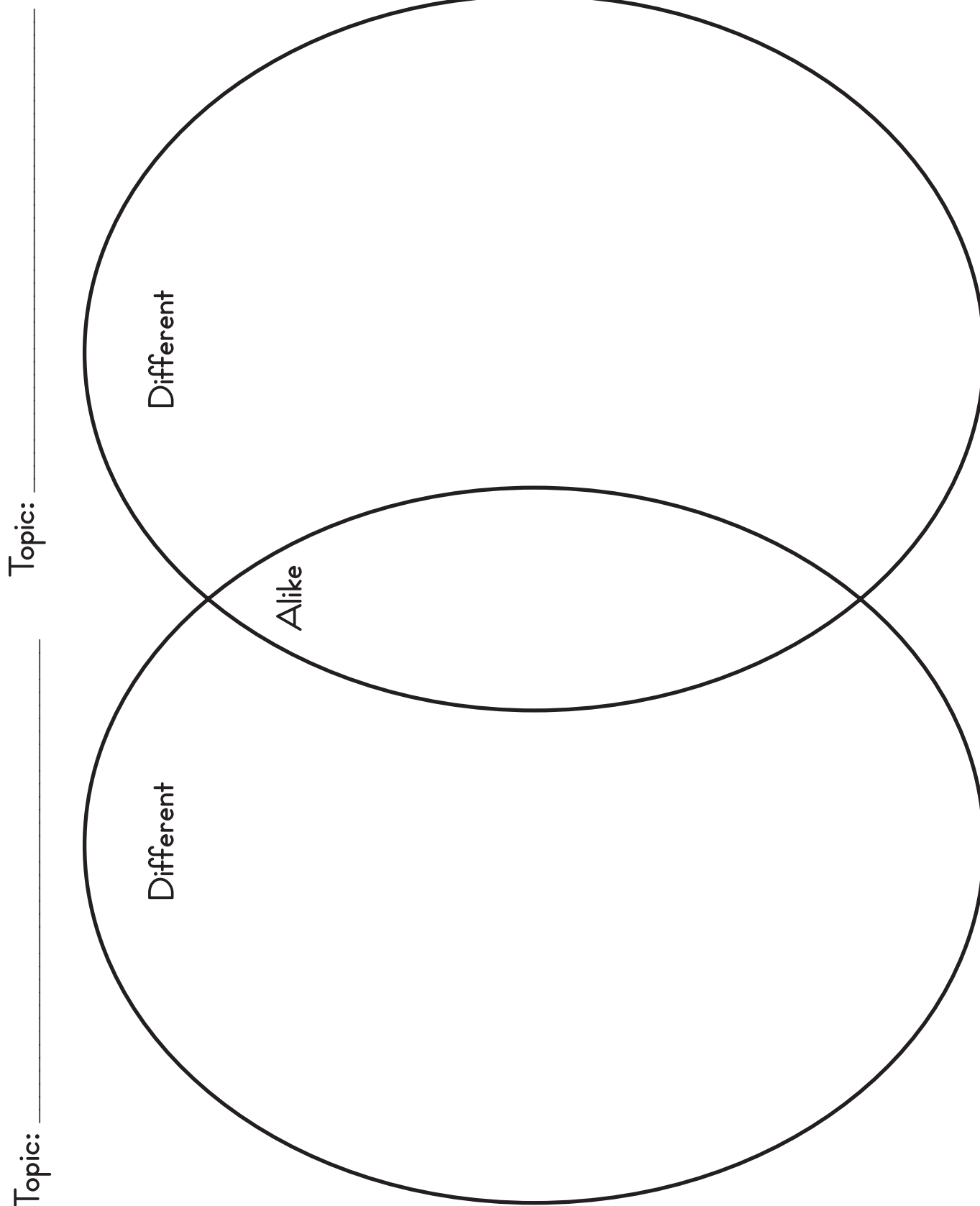
New Year

Ramadan



Name _____

INSTRUCTIONS: Choose two holidays from the book *World Holidays*. Use the Venn diagram to compare and contrast the ways in which each holiday is celebrated. Write these details on the diagram.



Name _____

INSTRUCTIONS: Read each sentence and decide if the subject and verb agree. If the sentence is correct, write the word *correct* on the line. If the sentence is incorrect, write the sentence correctly on the line.

People tell traditional stories.

correct

They uses loud noises to chase away bad luck.

He place a tree in his home.

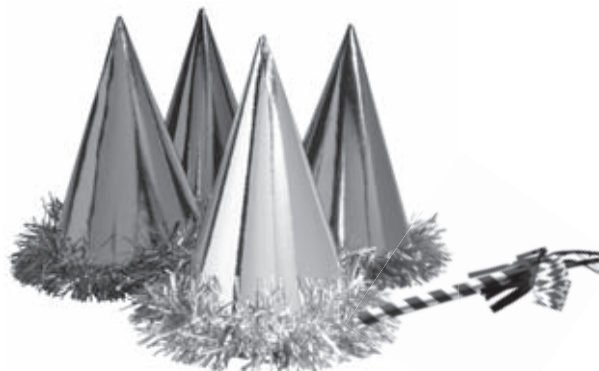
People shares toys, clothes, and food with others.

They play a game with a top called a dreidel.

She spray colorful powder and water on her family.

We lights the candles on the kinara.

People celebrate holidays in similar and different ways.



Shoes Around the World

A Reading A-Z Level L Leveled Reader

Word Count: 389

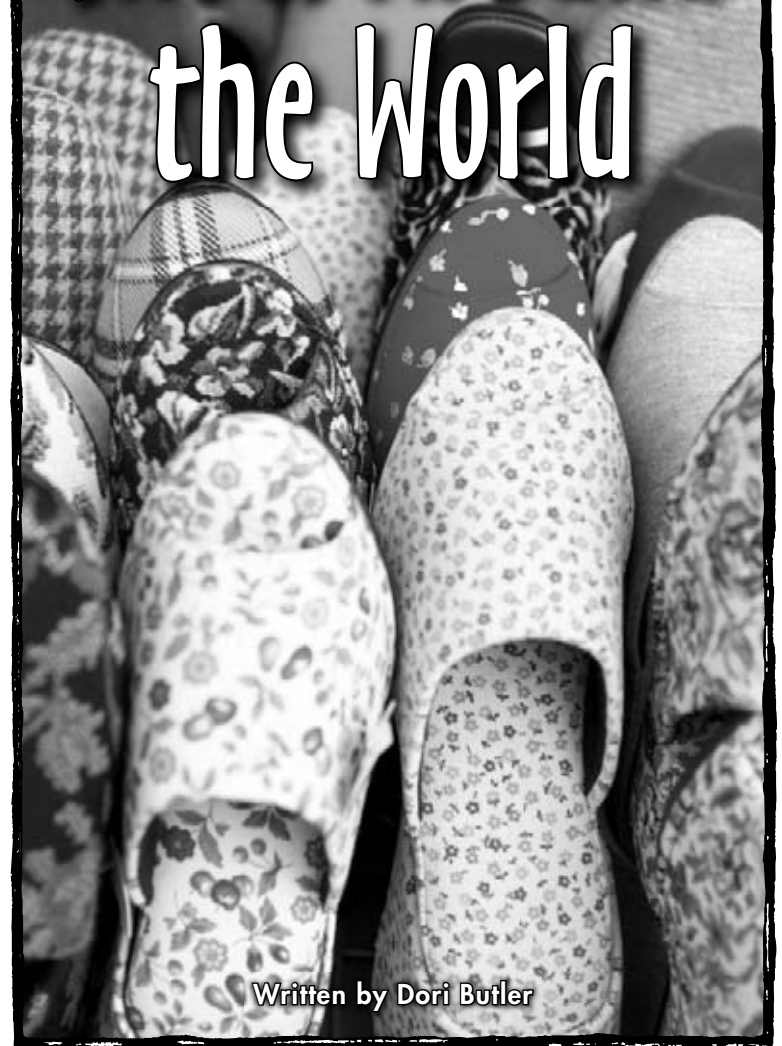


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Introduction

I love shoes—all kinds of shoes. My grandma loves to travel. Last year, she took a trip around the world. She sent my brother postcards from all the places she visited. She sent me shoes!

Babouches

First, Grandma sent me some babouches (bah-BOO-shes) from Morocco. They are soft and comfortable like slippers. But you can wear them outdoors. Grandma says they are made of camel hair. They are easy to slip on and off.



Klompen

Next, Grandma sent me some klompen (KLOM-pen) from Holland. They make a clip-clop sound when I walk. That's because klompen are made of wood.

People used to wear them as work shoes on farms, in factories, and mines. Today, people wear klompen because they are comfortable and they look nice.



Lotus Shoes

Later in her trip, Grandma sent me lotus (LO-tess) shoes from China. Aren't they pretty? But they are very, very small.

Grandma says Chinese girls had to keep their feet wrapped in bandages all the time. That would make their feet smaller.

It sounds painful. I think it would be hard to walk if my feet were bound so tightly. I am glad the girls in China do not have to bind their feet anymore.



In 1905, this Chinese woman's bound feet were as small as a teacup. China made foot binding against the law in 1911.



Saami Reindeer Boots

Next, Grandma sent me some Saami (SAH-mee) reindeer boots from Lapland. That's the part of Norway, Sweden, Finland, and Russia that is north of the Arctic Circle.

These boots are very warm.

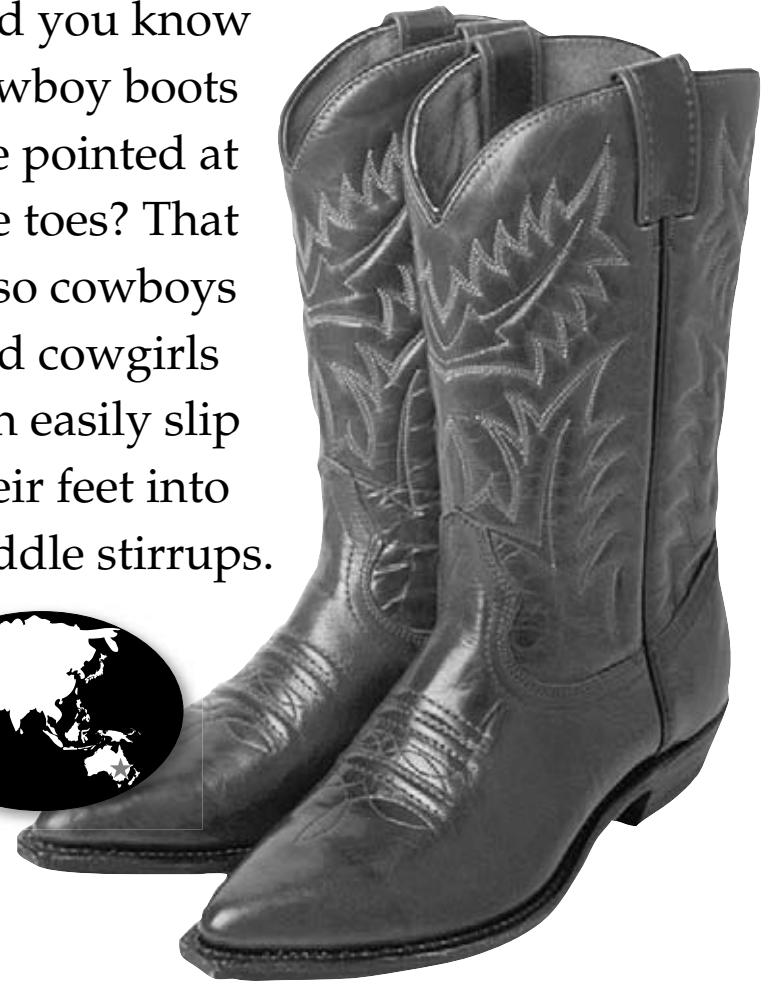
See how the toes turn up? That's to help people walk through the snow. The boots tie around your ankle to keep the snow out and the heat in.



Cowboy Boots

Near the end of her trip, Grandma went to Australia. My cowboy boots came from there.

Did you know cowboy boots are pointed at the toes? That is so cowboys and cowgirls can easily slip their feet into saddle stirrups.





Cowboy boots are tall to protect cowboys from cactuses and snakes. I hope Grandma did not run into any snakes in Australia!

African Sandals

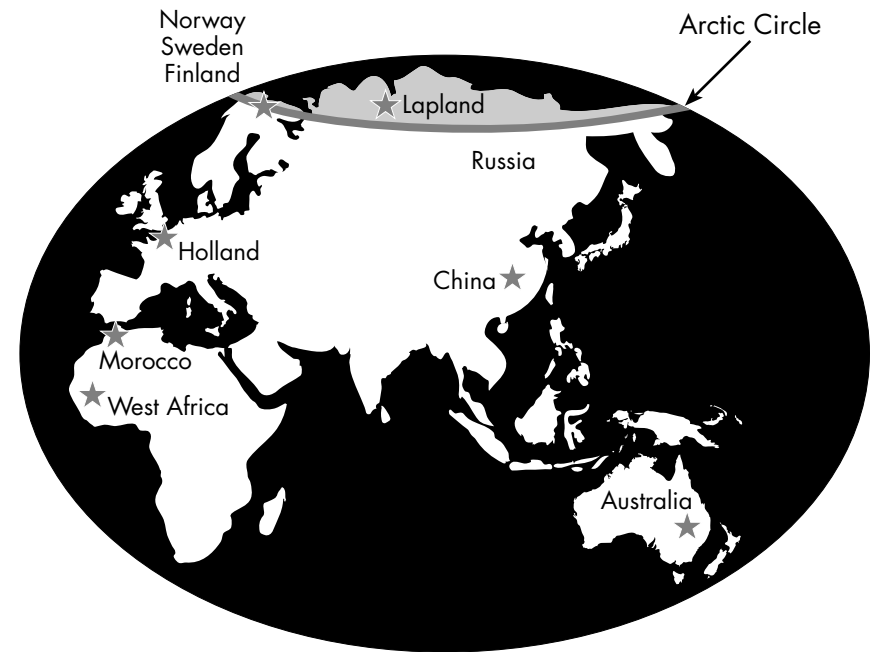
Last, Grandma sent me some sandals from West Africa. It's very hot there. That's why these sandals have such thick soles. Thick soles protect your feet from the hot ground. Also, sandals let air move around your feet to keep you cool.





Conclusion

People around the world wear different kinds of shoes. They wear different shoes at different times. They wear different shoes for different reasons. Just like me!



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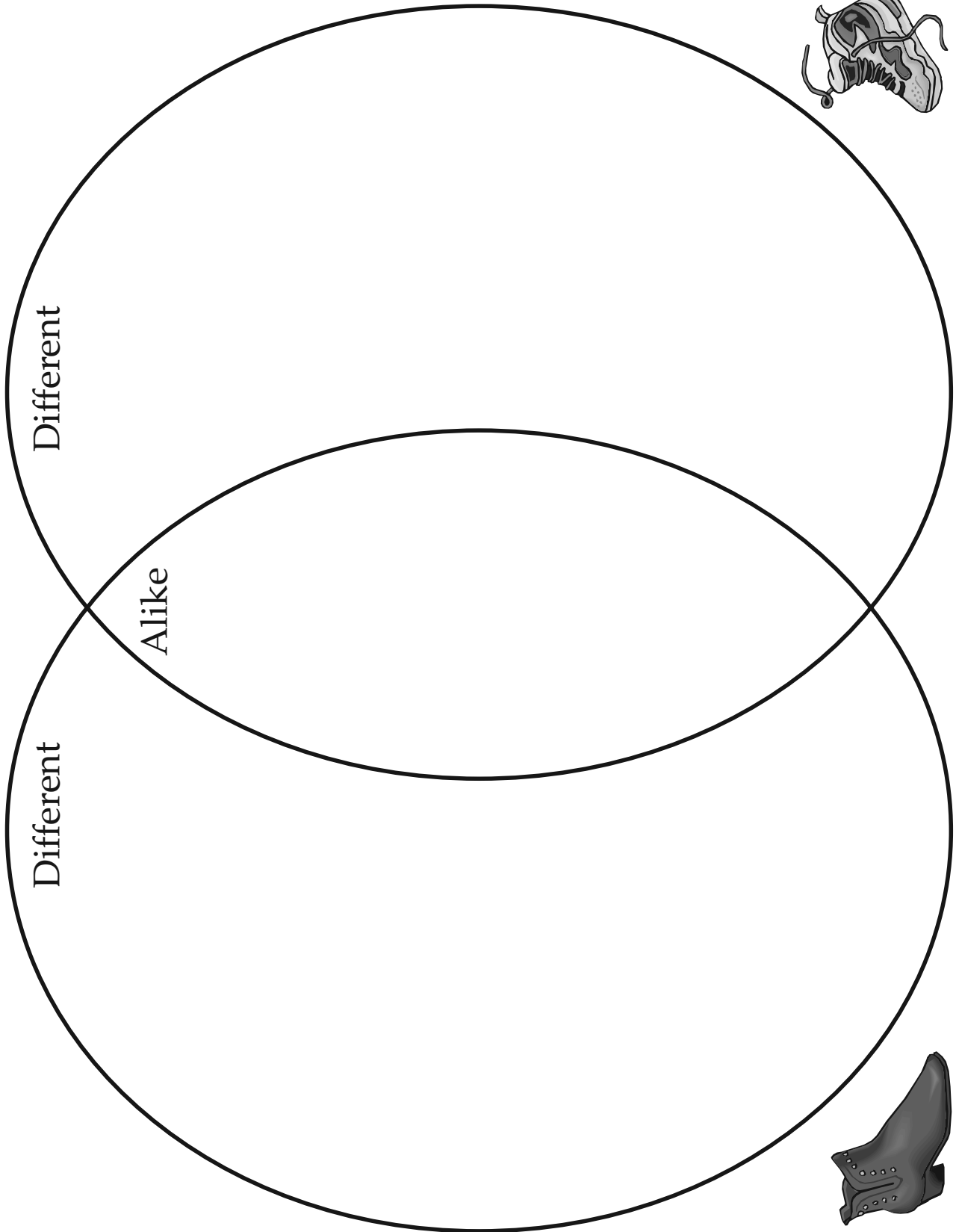


Name _____

Instructions: Have students write the two topics being compared on the lines below. Then have them write details that tell how the topics are different in the outer circles. Have them write details that tell how the topics are alike where the circles overlap.

Topic: _____

Topic: _____



SHOES AROUND THE WORLD • LEVEL L • 1



SKILL: COMPARE AND CONTRAST

Name _____

Instructions: Read the two words, and then join them together to form a contraction. Write the new word on the line.

I am



we are



could not

I will



are not



she is

there is

we will



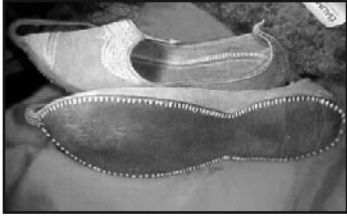
should not

we have

Name _____

Instructions: Use the book *Shoes Around the World* to complete the sentences for each pronunciation.

1. Bah-BOO-shes



The word is spelled _____ and has _____ syllables. The emphasis is on the _____ syllable.

2. KLOM-pen



The word is spelled _____ and has _____ syllables. The emphasis is on the _____ syllable.

3. LO-tess



The word is spelled _____ and has _____ syllables. The emphasis is on the _____ syllable.

4. SAH-mee

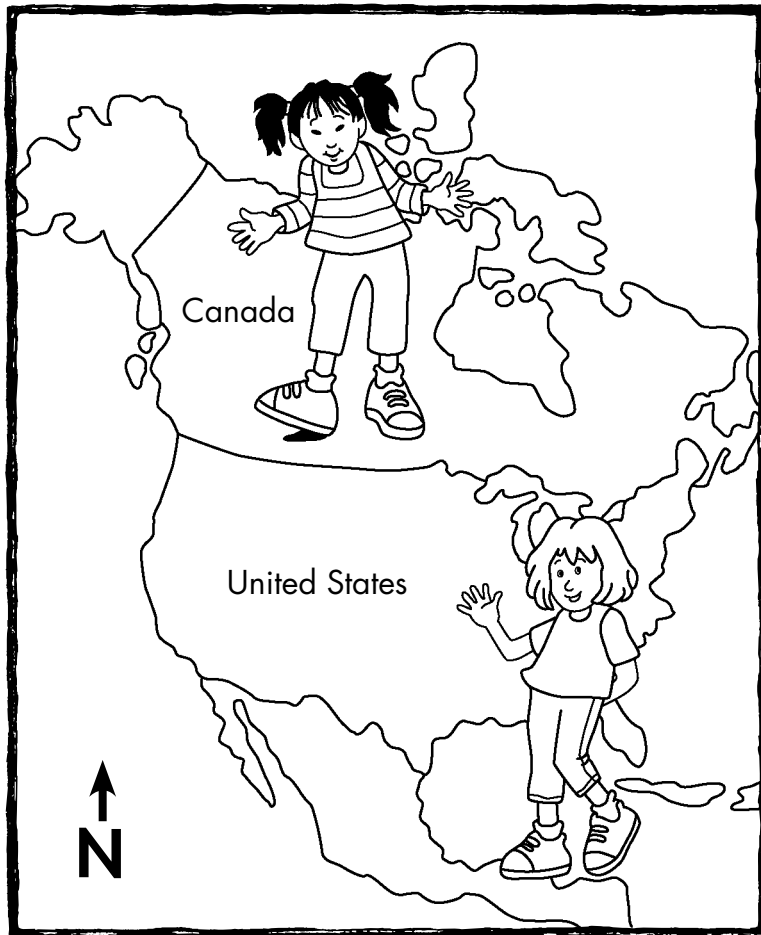


The word is spelled _____ and has _____ syllables. The emphasis is on the _____ syllable.

How We Measure

A Reading A-Z Level L Leveled Reader

Word Count: 300

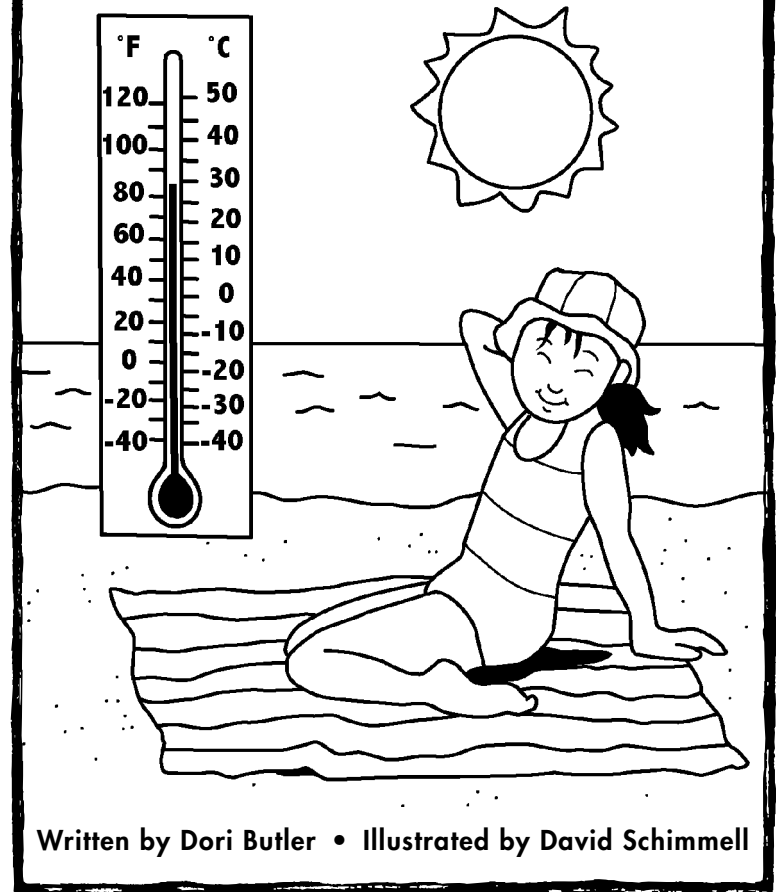


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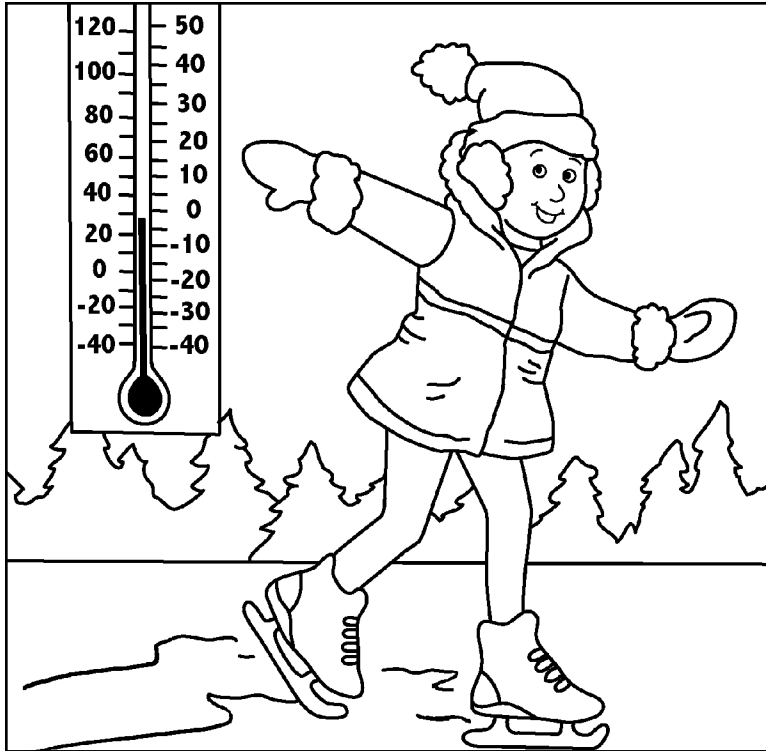
How We Measure



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How We Measure



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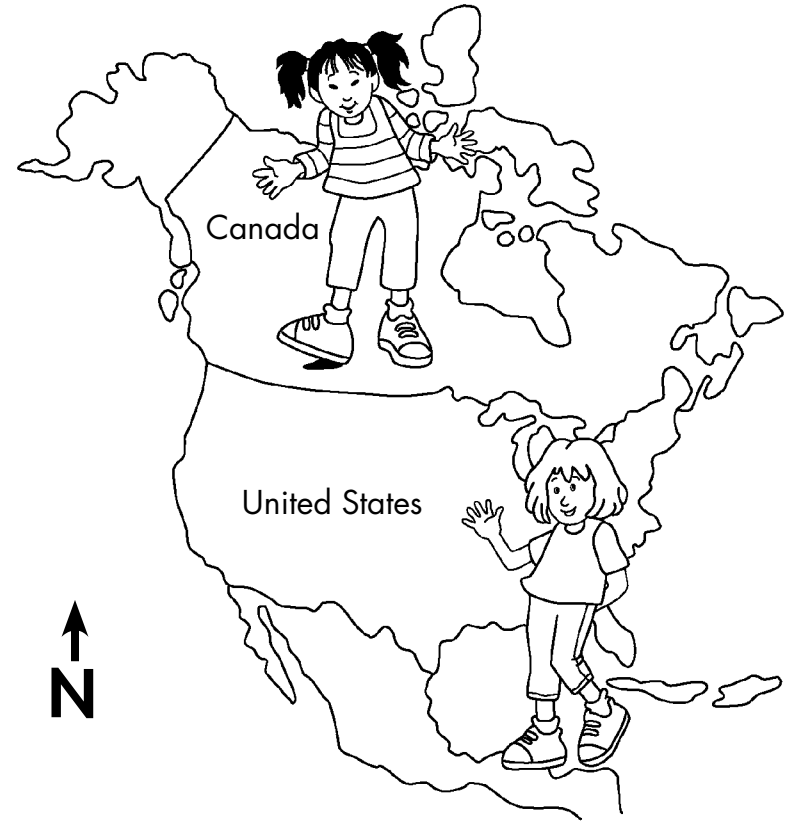
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Correlation

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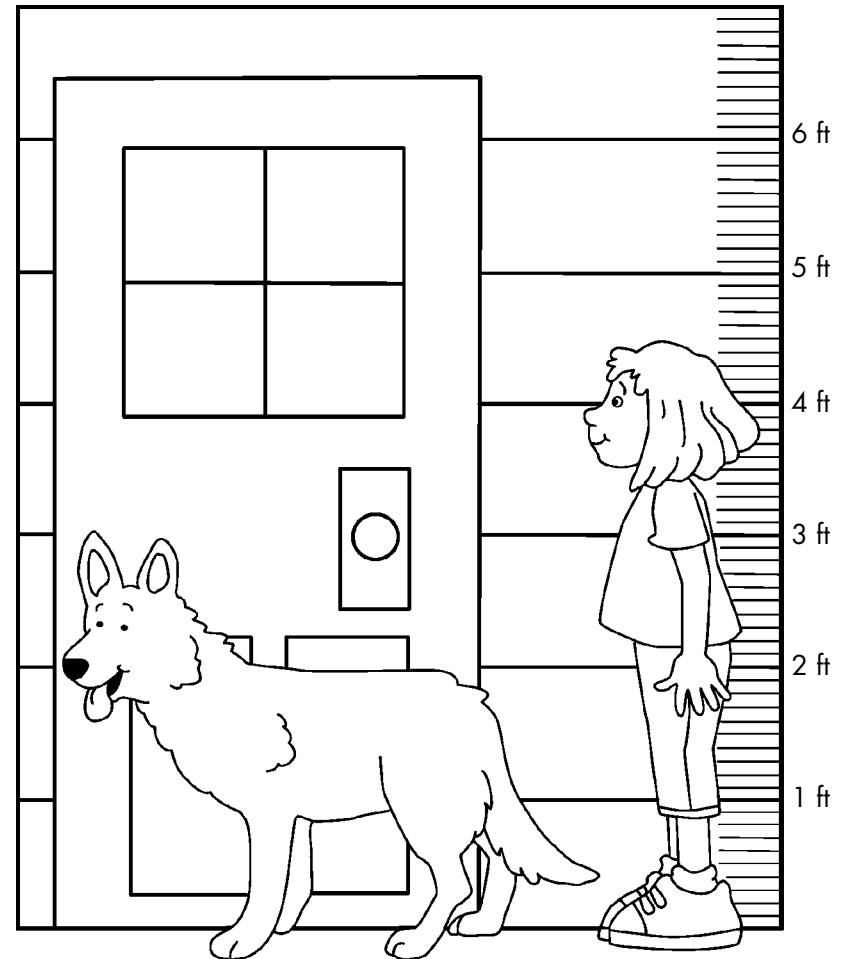
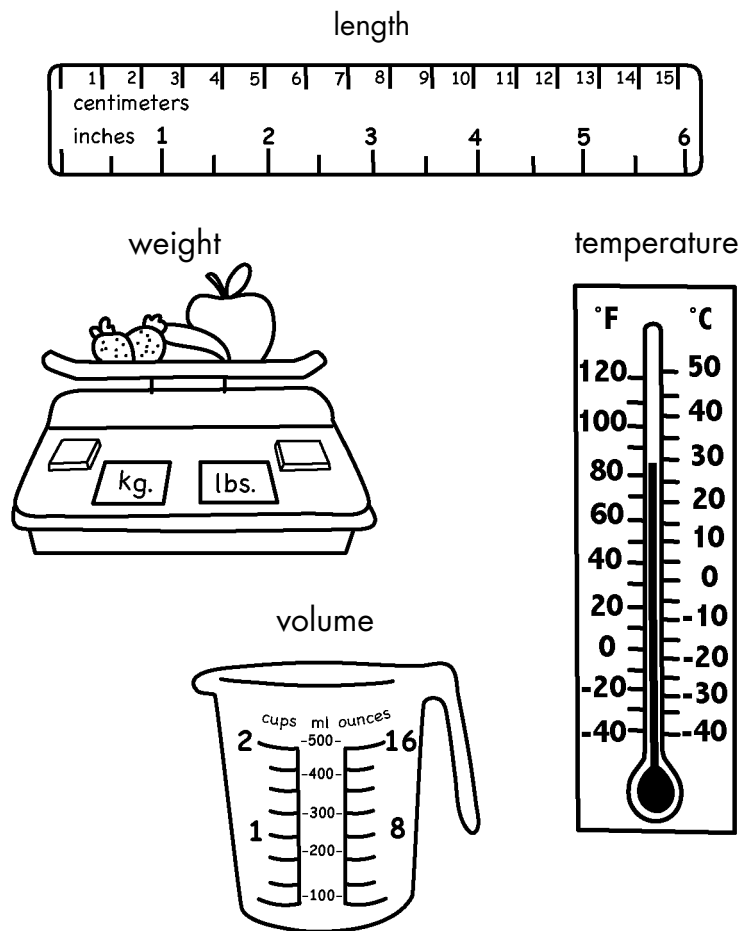


Introduction

Lisa and Magda are pen pals.
Lisa lives in the United States,
and Magda lives in Canada.

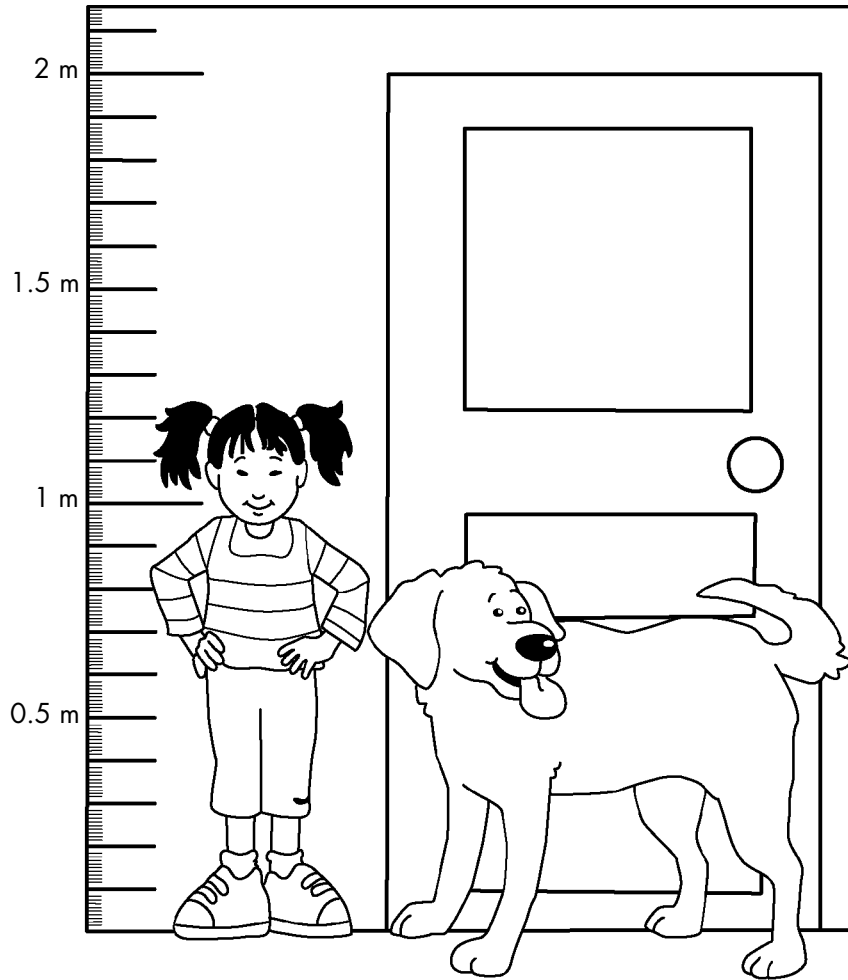
A lot of things are the same in
the United States and Canada.
But many things are different.

One difference is the **system** people use to **measure** things. Canada uses the **metric** system to measure things. The United States uses the **English** system.



How Tall Are You?

Lisa measures her **height** in feet and inches. There are 12 inches in one foot. Lisa is 4 feet, 5 inches tall.



Magda measures how tall she is in meters. There are 3.28 feet in one meter. Magda is 1.23 meters tall (or 123 centimeters tall).

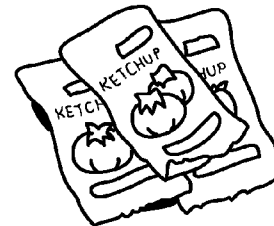
How Much Do You Weigh?

Lisa measures how much she **weighs** in pounds and ounces. There are 16 ounces in one pound. Lisa weighs 75 pounds, 2 ounces.

1 bag peanuts = 1 pound



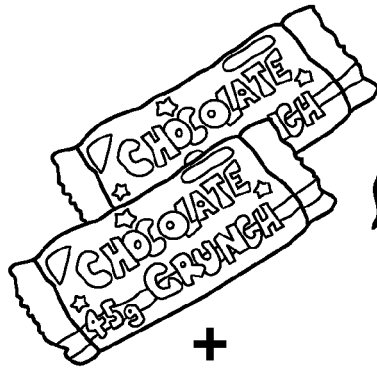
16 ounces = 1 pound



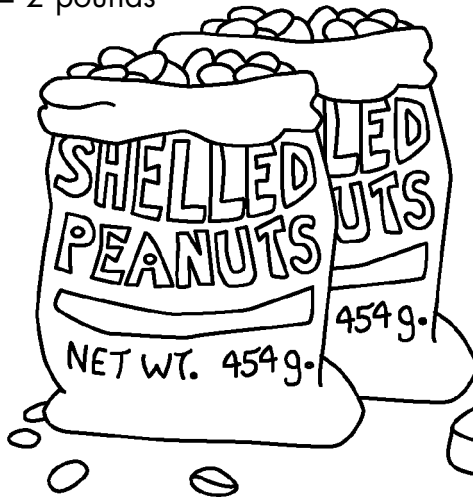
3 ketchup packets = 1 ounce



2 chocolate bars = 90g = 0.2 pounds

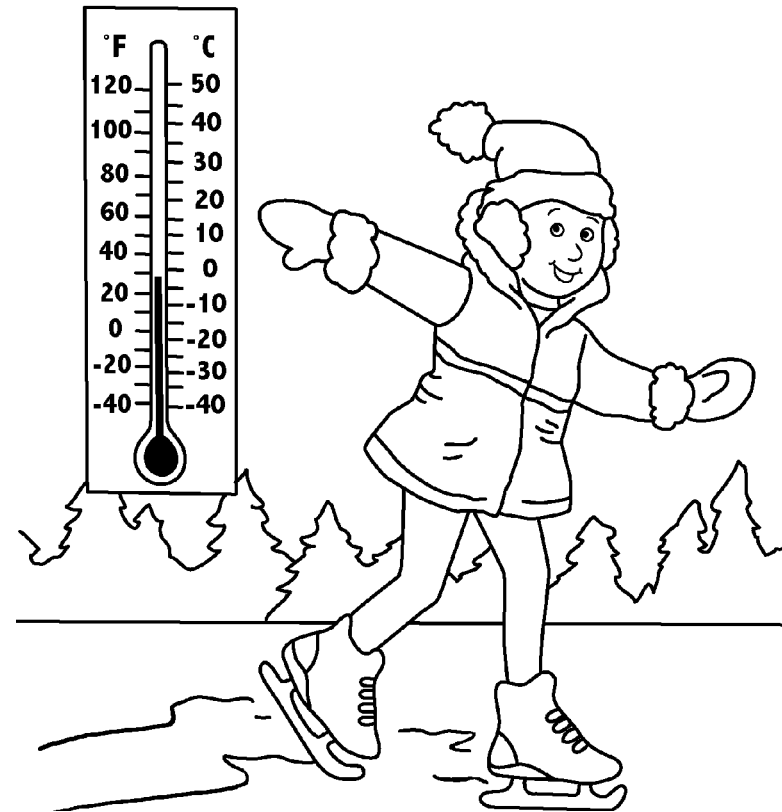


2 bags peanuts = 908 g
= 2 pounds



= 1 kilogram = 2.2 pounds

Magda measures how much she weighs in kilograms. There are 2.2 pounds in one kilogram. Magda weighs 26 kilograms.



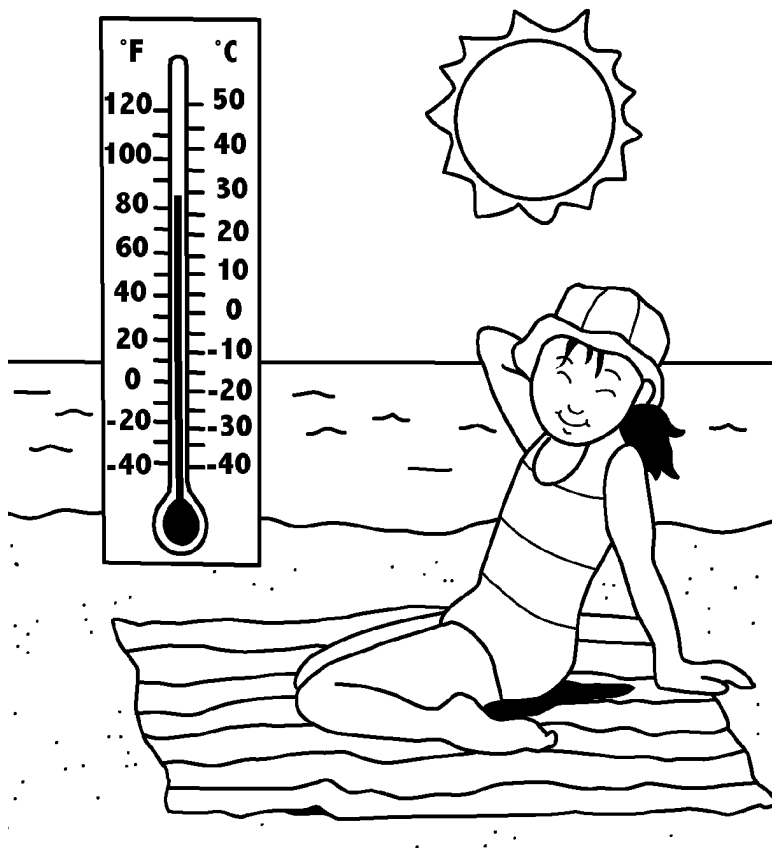
What Is the Temperature?

Lisa measures the **temperature** in degrees Fahrenheit.

When it is 28 degrees Fahrenheit outside, Lisa wears her heavy coat and goes ice-skating. It's winter!

Magda measures the temperature in degrees Celsius.

When it is 28 degrees Celsius outside, Magda wears her bathing suit and goes to the beach. It's summer!



Making Cookies

When Lisa makes cookies, she measures the flour, butter, and sugar in cups.

She measures the baking soda, salt, and vanilla in teaspoons.





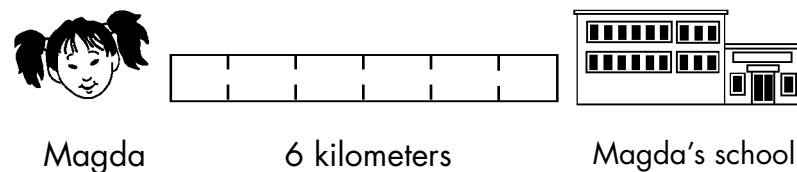
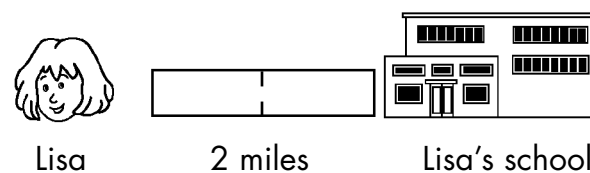
Magda measures the flour, butter, and sugar in grams.

She measures the baking soda, salt, and vanilla in milliliters.

How Far Is It to School?

Lisa lives 2 miles from her school.
Magda lives 6 kilometers from her school. There are 0.62 miles in one kilometer.

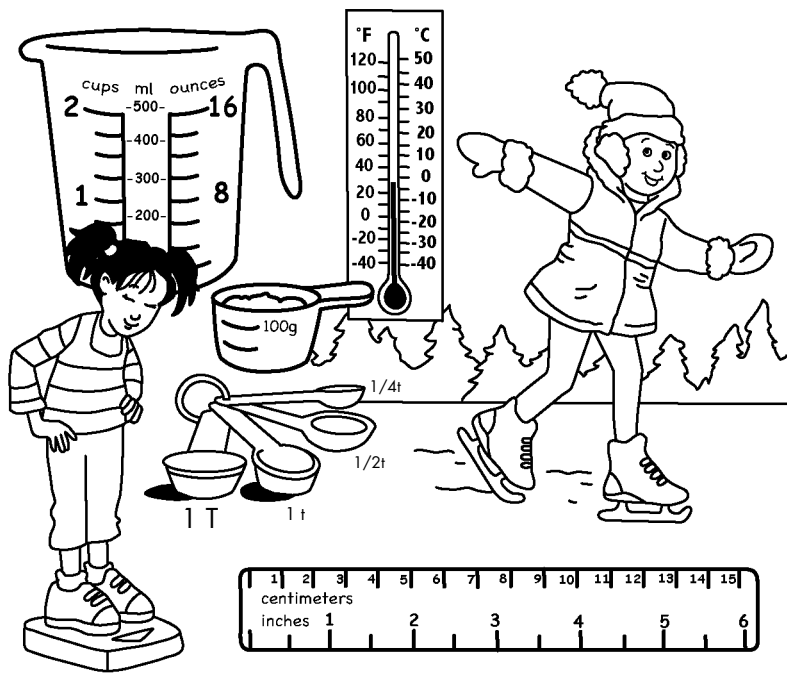
Who lives closer to her school,
Lisa or Magda?



Math Minute

0.62 miles = 1 kilometer,
_____ miles = 6 kilometers

$$\begin{aligned} 19 &= 3+5+2=10-4+10\div 2=14\times 2-3 \\ 22-19 &= 3 \\ 2-20\div 2-7=3+5+2=10-4+10\div 2 &= 3 \\ 2-20\div 2-7=3+5+2=10-4+10\div 2 &= 3 \\ 2-20\div 2-7=3+5+2=10-4+10\div 2 &= 3 \\ 2-20\div 2-7=3+5+2=10-4+10\div 2 &= 3 \\ 2-20\div 2-7=3+5+2=10-4+10\div 2 &= 3 \\ 2-20\div 2-7=3+5+2=10-4+10\div 2 &= 3 \\ 2-20\div 2-7=3+5+2=10-4+10\div 2 &= 3 \\ 2-20\div 2-7=3+5+2=10-4+10\div 2 &= 3 \end{aligned}$$



Conclusion

Lisa uses the English system to measure things. Magda uses the metric system.

Both girls can measure height, weight, temperature, cookie ingredients, and **distance**. They just do it differently.

Glossary

distance	the amount of space between things or places (p. 15)
English	from England (p. 5)
height	how high the top of something is from the ground (p. 6)
measure	to find the number that tells the size of something (p. 5)
metric	the system that measures things in groups of ten (p. 5)
system	a group of things or ideas that work together (p. 5)
temperature	how hot or cold something or someplace is (p. 10)
weights	having a certain amount of heaviness (p. 8)

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inches, 6	teaspoons, 12

Name _____



Instructions: Write questions you have about the book before reading in the *Before Reading* row. Write questions you have and answers you learned while reading in the *During Reading* row. Last, write any questions you still have in the *After Reading* row.

Before Reading

During Reading

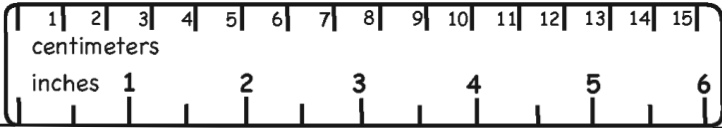
After Reading

HOW WE MEASURE • LEVEL L • 1

SKILL: ASK AND ANSWER QUESTIONS

Name _____

Instructions: Identify similarities and differences between the *English* and *metric* systems of measurement. Write the information under the appropriate headings on the chart.

English		Metric

Name _____

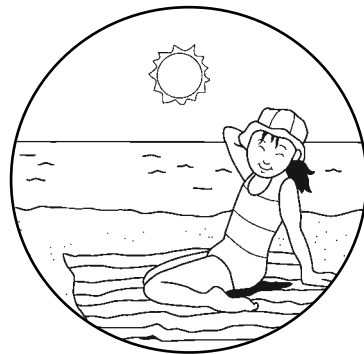
Instructions: Read each sentence. Write the correct punctuation at the end of each sentence. Then write your own sentences using periods, question marks, and exclamation marks on the lines provided.

1. My friend is five feet tall _____
2. How tall is your sister _____
3. I measure four cups of flour _____
4. That's a lot of grams of sugar _____
5. Is it hot outside if it's 30 degrees Celsius _____

1. _____

2. _____

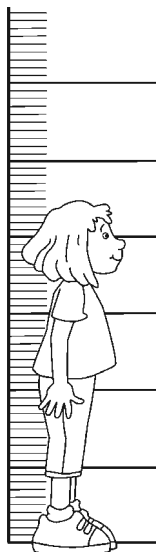
3. _____



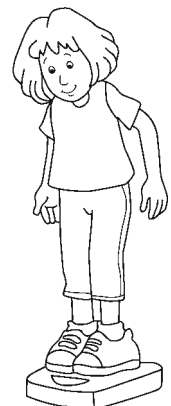
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HOW WE MEASURE • LEVEL L • 4

Height	Weight	Temperature	Amount	Distance



feet	Celsius	inches
kilograms	pounds	centimeters
miles	teaspoons	ounces
Fahrenheit	meters	milliliters
cups	kilometers	grams



SKILL: VOCABULARY

At Jacob's House

A Reading A-Z Level L Leveled Reader

Word Count: 567




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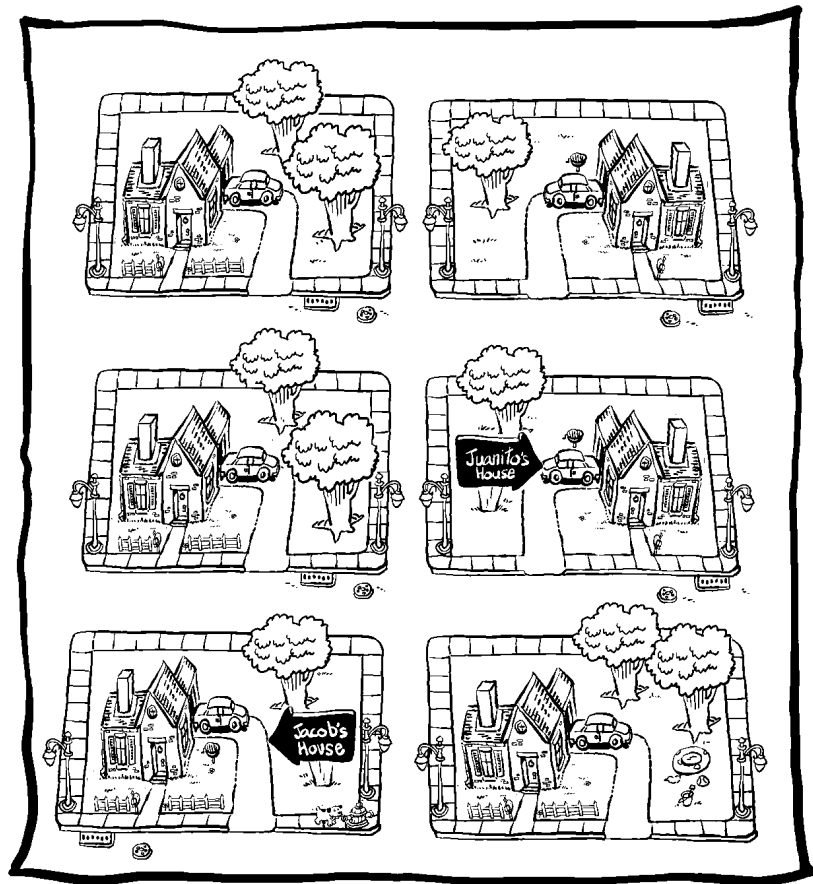
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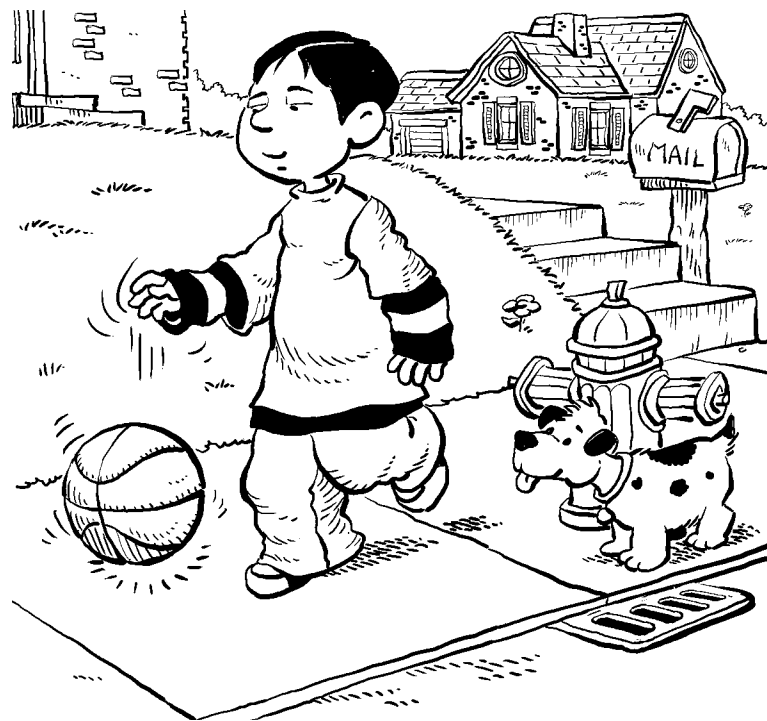
Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

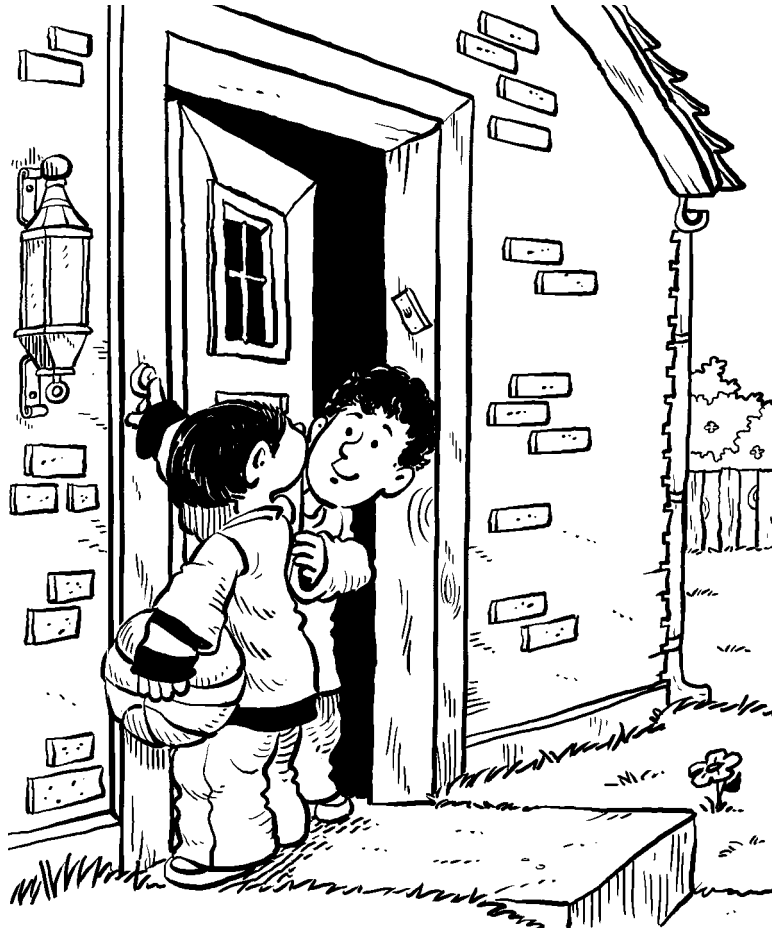


Juanito wanted to play with his friend, Jacob, who was in his class at school. Juanito and Jacob were the same age. Both their names started with the letter J. They even lived in the same neighborhood.

Juanito walked over to Jacob's house. He brought along his basketball. Juanito had never been to Jacob's house. Juanito only knew where Jacob lived.



When Juanito got to Jacob's front door, he reached up and rang the doorbell.

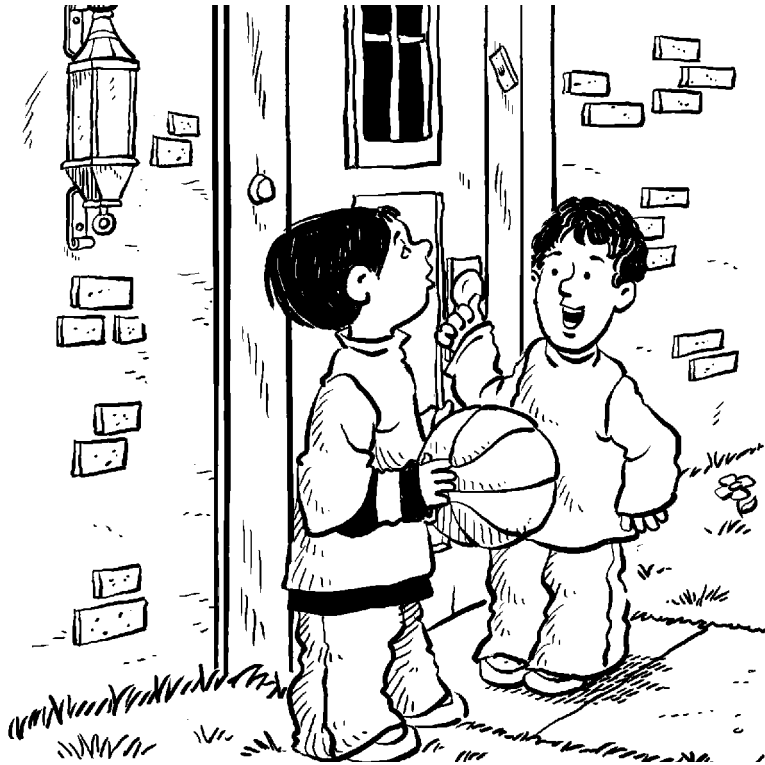


"Hi, Jacob. Can you come out to play?" asked Juanito.

"Sure," said Jacob after he asked his mother. "But only for a little while. I'm having dinner soon."

Before they stepped off the front porch, Juanito asked Jacob "Hey, what is that little box by the door?" Jacob said it was a *mezuzah* as he reached up to touch it softly and kissed his two fingers.





Juanito repeated the word,
“MeZOOzah? What is it for?”

Juanito knew English and Spanish,
but he had never heard this word
before.

“It has Hebrew words from the
shema inside,” Jacob answered.



“ShehMA? What’s that?” asked
Juanito as he bounced the basketball
a couple of times.

Jacob replied, “A few words from
the *Torah*. They’re words Jewish
people say as we pray every day . . .
Ready to play?” He grew anxious
as a cricket started to signal that
evening was near.

"The TOHrah? What's that?" Juanito was still curious.

"It is part of the Bible," Jacob said.

"Come inside. I'll show you."

Bible was a word that Juanito knew. His family was Roman Catholic.



Jacob kissed his two fingers and reached up to touch the *mezuzah* again as he and Juanito went into the house. His father taught him to do this every time he entered and exited the house.

Soon they were in front of a tall bookshelf filled with books and other things. As Jacob pointed up to a set of five books, he said, "See, that's the Torah."

There were so many more new things for Juanito to see, including what looked like a ram's horn.



"How about this? Is it a musical instrument?"

Handing the curled horn to Juanito, Jacob said, "That's what it is, all right. But we call it a *shofar*."

"SHOfar?" Juanito chuckled. "So far I have learned four new Hebrew words!"





“Go ahead, try to play it like a trumpet,” said Jacob. Juanito did. He startled himself and the cricket outside as he strained to play a steady note. The sound brought Jacob’s father to the living room.



At first, Juanito thought Jacob’s dad would be angry. After all, Juanito’s dad was a little angry when Juanito had played with his trumpet. But instead, Jacob’s dad burst into laughter. Then, the sound of the cricket came back.

“Mother is waiting. It is time to welcome the *Sabbath* now, son.”

Juanito almost asked a question about this new word, but Jacob's dad asked, "Would you like to join us, young man?"

"Can you stay for dinner and sleep over, Juanito?" asked Jacob.

Juanito telephoned his mother to ask. She said he could stay since tomorrow was Saturday.



Juanito stayed that night at the house of his friend, Jacob. Juanito learned some more about being Jewish, and he learned another new word—*mitzvah*. But mostly they talked about playing basketball the next day. Both agreed that playing basketball with a friend was far better than playing alone.



Name _____



Instructions: Use this chart to write what you predict will happen in the story. *Before Reading*, write what you think the story will be about in the first row. Then, add or change predictions in the *During Reading* row. Last, write what really happened in the *After Reading* row.

Before Reading

During Reading

After Reading

Name _____

Instructions: As you read, think about the author's purpose for writing *At Jacob's House*. In the left column, write an example from the text. In the right column, circle whether the information *informs*, *entertains*, or *persuades*.

☐ Example	Evidence:
☐ Example	Evidence:
☐ Example	Evidence:

Name _____

Instructions: Read each sentence. Place quotation marks in the correct places. Then write your own sentence using quotation marks.



1. Hi, Juanito, said Jacob.
2. Mom, can I play at Jacob's house? asked Juanito.
3. It's time for dinner, said Jacob's mother.
4. Let's play basketball, Jacob told Juanito.
5. What does that word mean? asked Juanito.
6. You made a loud sound on the shofar, said Jacob's dad.
7. I had fun today, said Juanito.
8. Can we play together again tomorrow? asked Jacob.

Name _____

Instructions: Draw lines to match words in the left-hand column with words in the right-hand column to create compound words. Then write the compound words you created on the lines at the bottom of the page.



book

door

basket

him

out

class

any

after

ball

self

side

noon

shelf

bell

room

where

Deep in the Ocean

A Reading A-Z Level L Leveled Reader

Word Count: 417

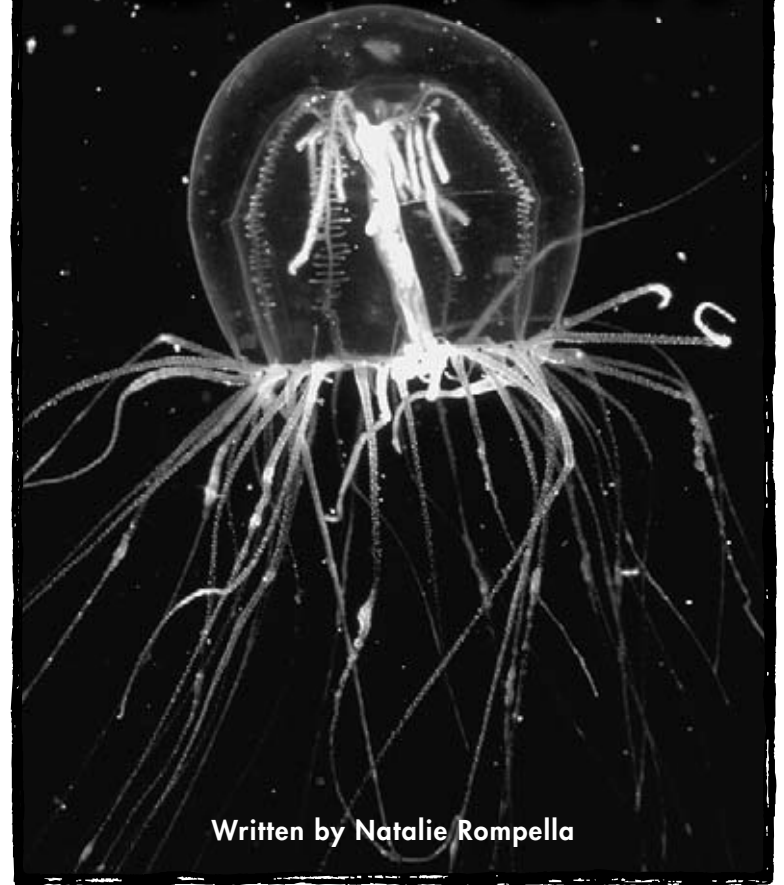



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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20



Deepwater fish are often tiny.

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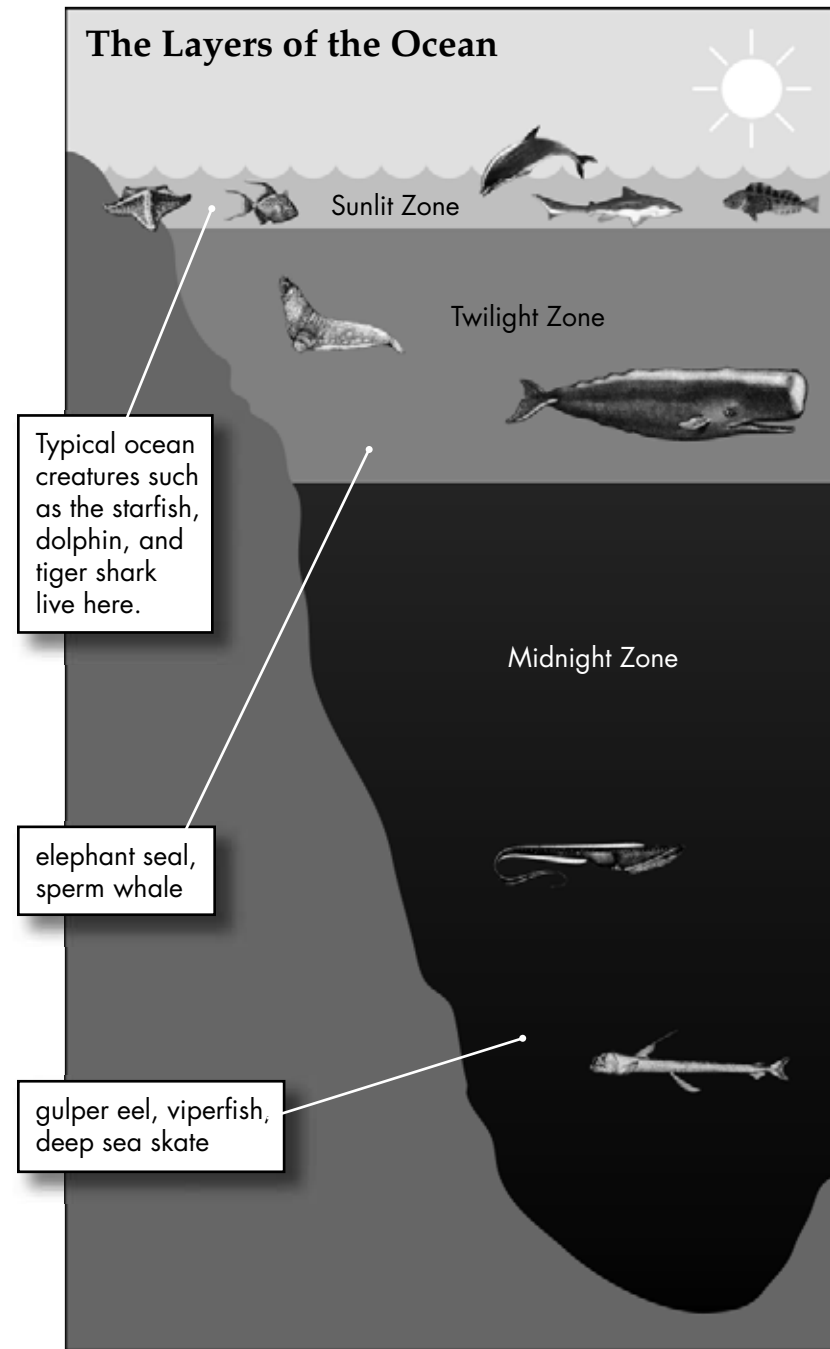
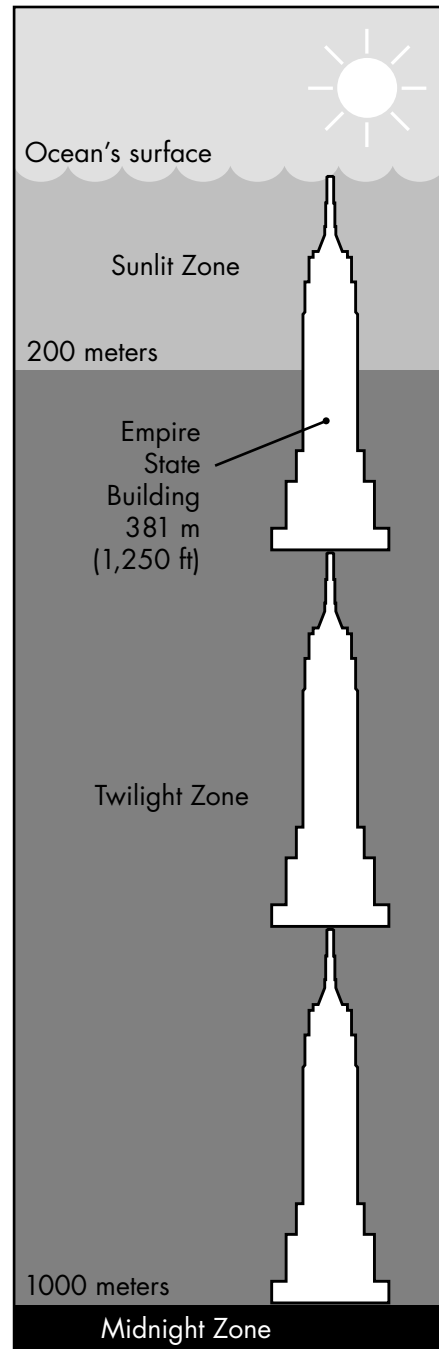
Deep Under Water

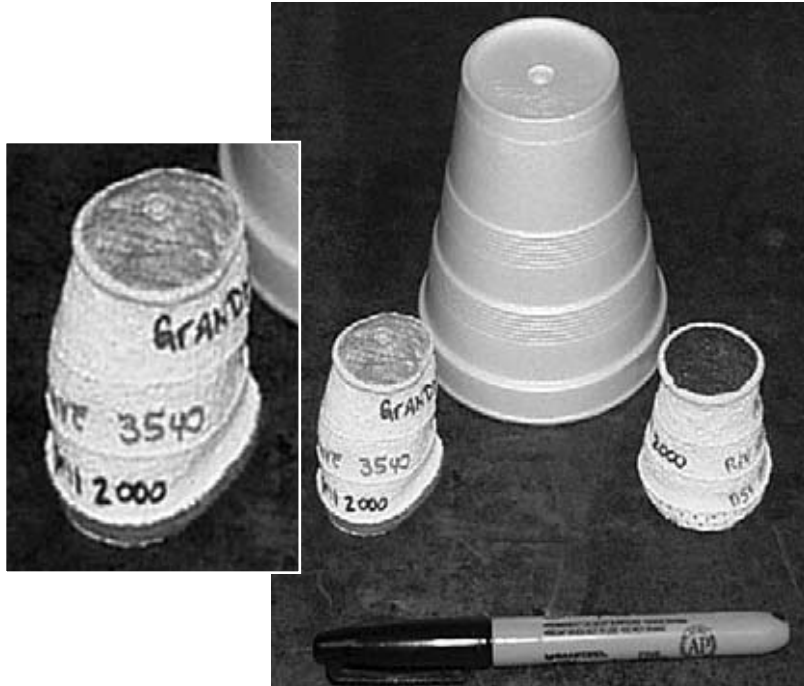
Imagine that you could travel deep within the ocean. What would you find?

Would it be dark or light? Would it be warm or cold? Would you find plants and animals?

The deepest part of the ocean is called the **Midnight Zone**. There is no sunlight there, and it is ice cold.

Imagine three tall buildings on top of one another. That is how far below the ocean's **surface** the Midnight Zone begins.

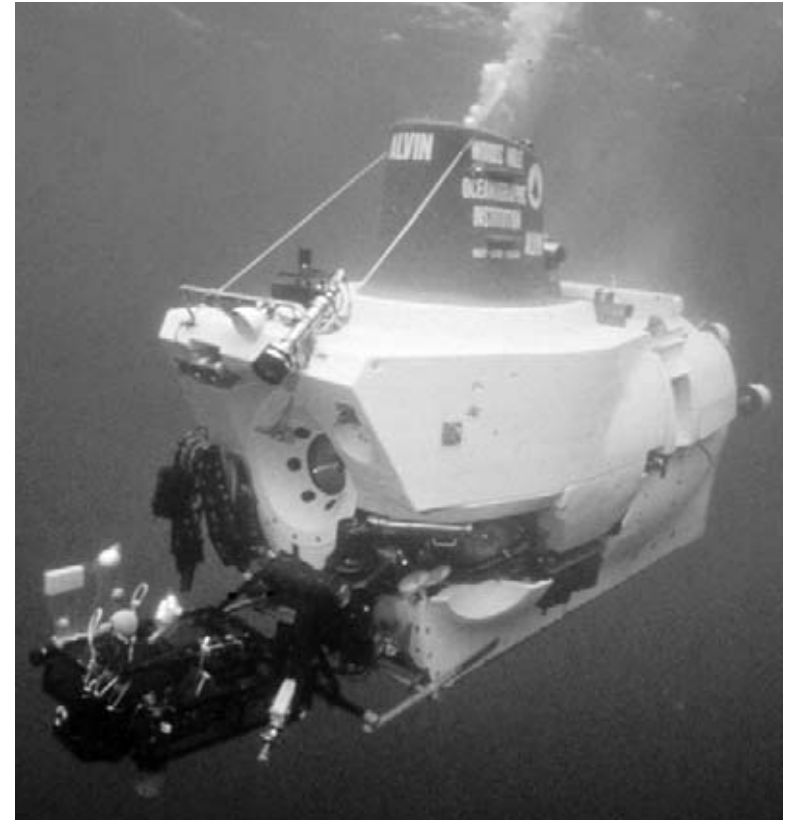




Scientists took a cup down to the ocean floor. The water pressure smashed all of the air out of the cup and shrank it to less than half its size.

Water Is Heavy

People cannot swim down to the Midnight Zone because they would freeze. Also, there is too much **water pressure**. All that ocean water above you would feel like having two elephants sitting on your back.



Submersibles are made so that people can travel in them safely. Alvin was one of the first submersibles to carry people.

People use **submersibles** to study plants and animals in the deep ocean. Submersibles are small submarines. They keep the people inside them protected from the water pressure and the cold.

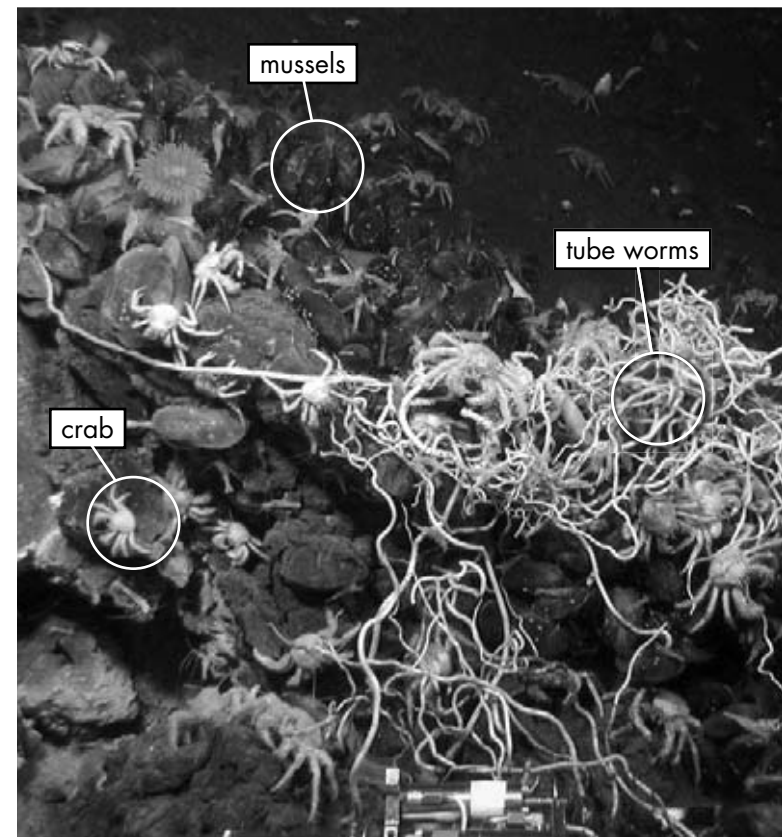
Underwater Volcanoes

The Midnight Zone is typically very cold, but there can also be hot spots. There are **volcanoes** in the Midnight Zone. When volcanoes erupt they can make the water get as hot as 400°C (750°F).

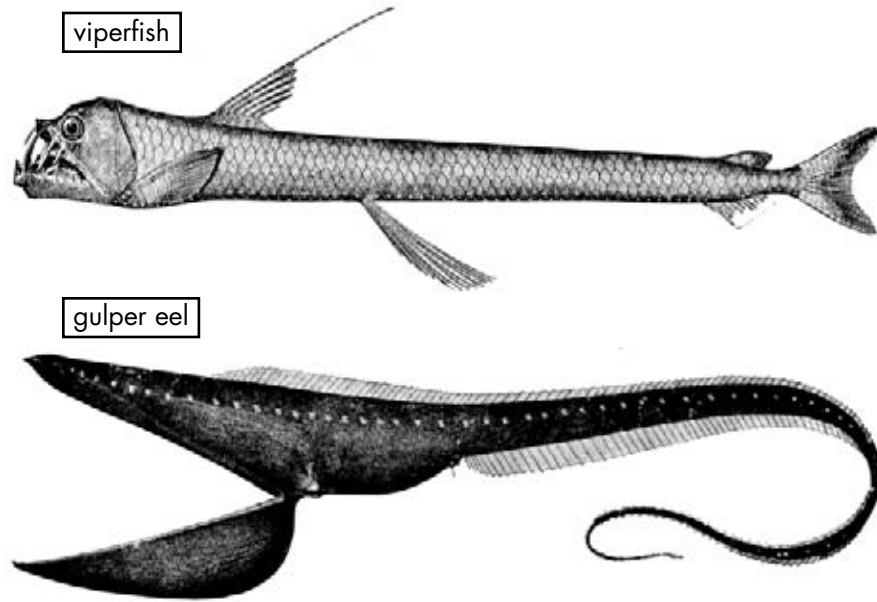


This volcano in the Pacific Ocean makes the water around it 103°C (217°F).

Some **creatures** live near the hot areas that volcanoes create. Certain kinds of crabs and some very small bacteria live there. This bacteria is very important because many deep ocean creatures depend on it for food.



Mussels, worms, and crabs live in a hot area more than 1,030 m (3,400 ft) deep created by a volcano.



viperfish

gulper eel

The gulper eel can swallow food three times its size. That would be like a human swallowing a couch.

Creatures of the Deep Ocean

Creatures living in the Midnight Zone are different. These differences help the creatures find food and hide from **predators**. Some creatures that live in the deep ocean have very long and sharp teeth. Others have large jaws.

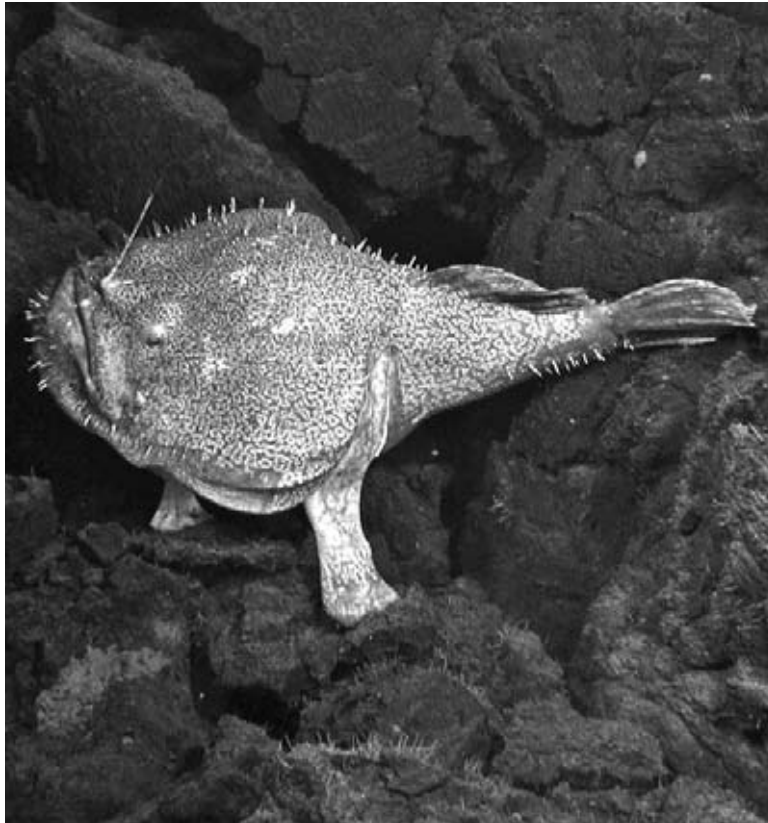
Like lightning bugs, many creatures in the Midnight Zone have body parts that glow. They use their glowing light to scare predators away. They also use it to find food. Some of these creatures need to hide. They can cover their light so they are not seen.



lantern shark



The delicate jellyfish has tentacles that glow. The lantern shark's belly glows a bright green that can be seen from 10 feet away.



An anglerfish uses a built-in fishing pole to lure its prey.

Finding Food

When you swim, you use up a lot of **energy**. There is not much food in the Midnight Zone. Many animals in this zone move slowly or do not grow very big so they can save energy.

Most underwater creatures use their mouths to catch prey. In the Midnight Zone, creatures have other ways to get food. The glass sponge waits for food to get trapped on its sharp skeleton. The deep-sea skate dunks its head into the ocean floor to find food.



The Venus flower basket is a type of glass sponge.



Oceanography

Oceanography is the study of the ocean. If you study oceanography, you can learn more about ocean plants, ocean animals, and life in the Midnight Zone. What we know about the ocean comes from people studying it and sharing with others.

Glossary

creatures (<i>n.</i>)	living animals (p. 10)
energy (<i>n.</i>)	the capacity to be active (p. 13)
Midnight Zone (<i>n.</i>)	the bottom layer of the ocean (p. 5)
predators (<i>n.</i>)	animals that hunt, kill, and eat other animals in order to survive (p. 11)
submersibles (<i>n.</i>)	small watercraft that can operate underwater, especially at deep levels (p. 8)
surface (<i>n.</i>)	the part of the ocean or land that touches the air above it (p. 5)
volcanoes (<i>n.</i>)	openings in Earth's surface that form when melted rock from deep inside is pushed out (p. 9)
water pressure (<i>n.</i>)	the downward pushing of water from gravity (p. 7)

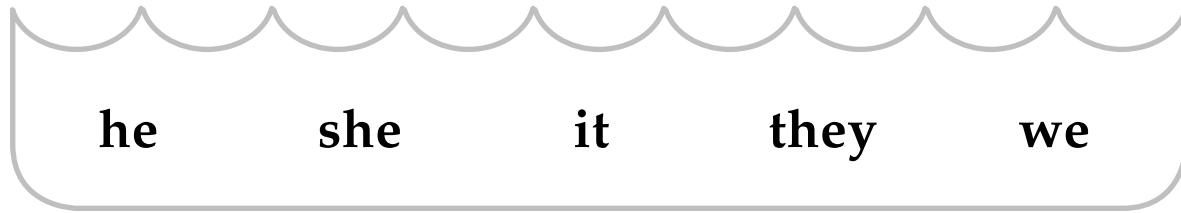
Name _____

Instructions: Write a main idea in each left-hand box. In each right-hand box, list up to three details that tell more about the main idea.

Main Idea: Section 1	Details 1. 2. 3.
Main Idea: Section 2	Details 1. 2. 3.
Main Idea: Section 3	Details 1. 2. 3.
Main Idea: Section 4	Details 1. 2. 3.

Name _____

Instructions: Read the pronouns in the word box. Then read each sentence. Replace the underlined word or words in each sentence with a pronoun from the word box. Write the new sentence on the line under the sentence.



1. The deepest part of the ocean is called the Midnight Zone.

2. Jim used a submersible to study plants and animals in the deep ocean.

3. The Midnight Zone is typically very cold.

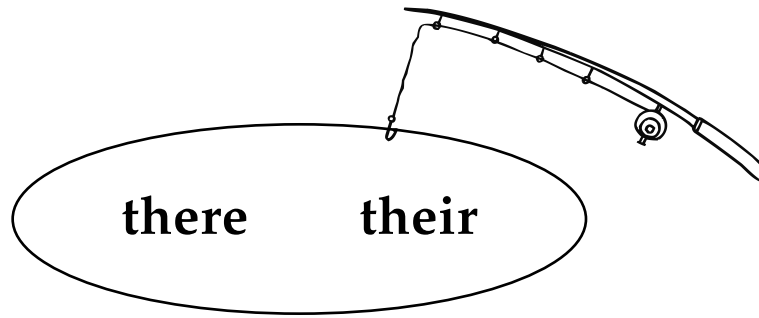
4. When volcanoes erupt, they can make the water get as hot as 400 degrees.

5. Karen told me that many deep ocean creatures depend on bacteria for food.

6. The scientists and I saw creatures use their light to scare away predators .

Name _____

Instructions: Read each sentence. Choose the correct homophone to complete each sentence and write it on the line.



1. No sunlight exists _____, and it is ice cold.
2. The people used _____ submersibles to study the deep ocean.
3. _____ are hot spots in the Midnight Zone.
4. Some crabs and small bacteria live _____.
5. For many creatures, bacteria is _____ food.
6. Some creatures use _____ glowing light to scare predators.
7. In the Midnight Zone, _____ is not a lot of food.
8. Animals move slowly to save _____ energy.
9. Some animals wait for food to get trapped on _____ skeletons.
10. If you study the Midnight Zone, you will learn more about life _____.

Wonderful Winter

A Reading A-Z Level L Leveled Reader

Word Count: 450




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Wonderful Winter



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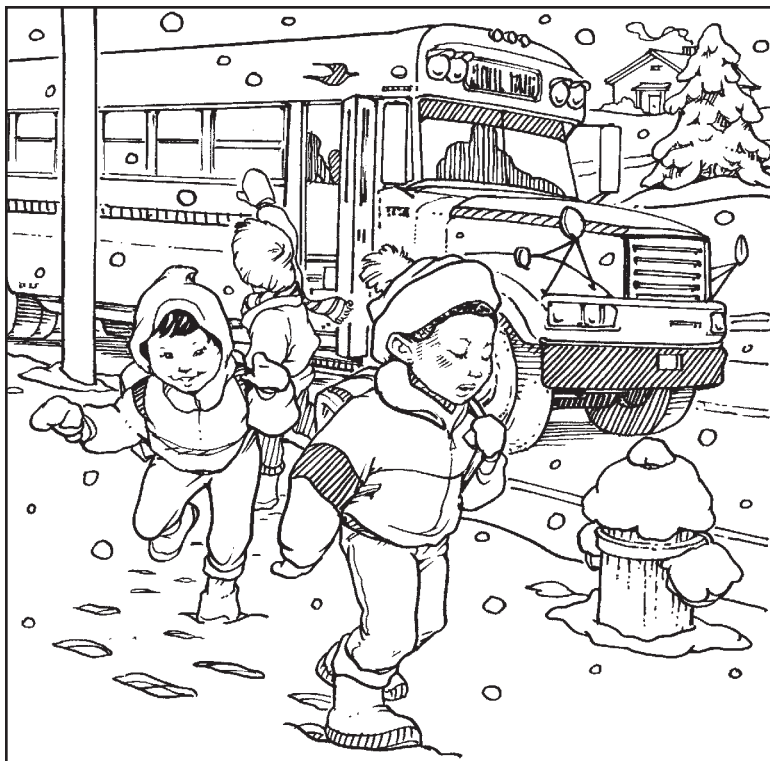
Wonderful Winter
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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20



Elton hopped off the school bus, his cheerful yellow galoshes going clump-declump, clump-declump. The season's first snow made most kids cheerful. Elton's galoshes were cheerful, but Elton was not. He clump-declumped his way home with an unhappy look on his face.

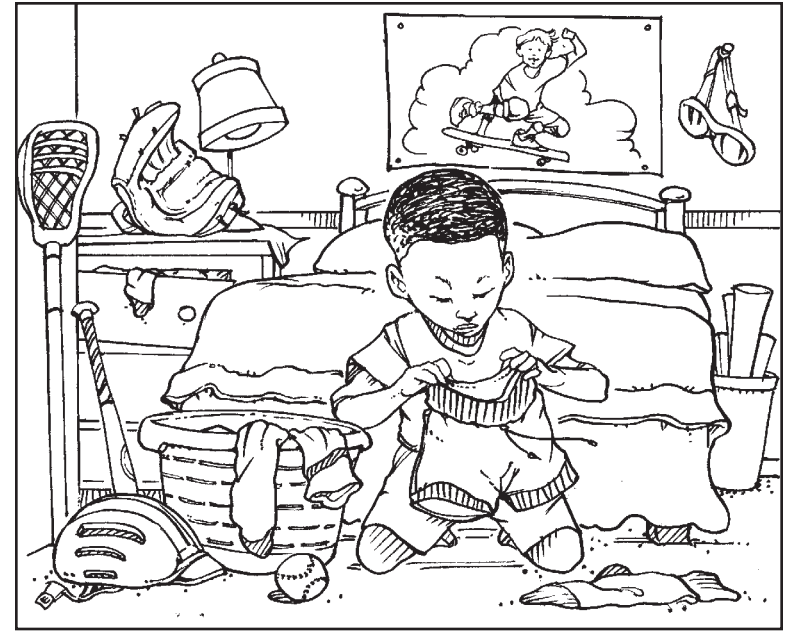


"Elton, it's snowing," said his mother as he entered the house.

"I know," Elton replied in his grumpiest voice. "Tomorrow is Saturday, and there will be nothing to do."

Elton loved to be outside during the summer. He loved swimming, hiking, and riding his bike. When the first snow of the winter came, Elton was always sad. He couldn't swim, hike, or ride his bike until spring.

Elton's mother knew he was unhappy. She tried to make him feel better with warm cookies. It only took him a few minutes to eat them all, and then his unhappy face returned.



"Why don't you do your homework?" she suggested.

"I finished it at school," he answered.

"Okay, clean your room," she suggested. In fifteen minutes, Elton's room was clean and he was still wearing his unhappy face. For an outside boy, winter was a terrible time of year.

Just then the doorbell rang—it was Penelope, Elton's friend and next-door neighbor. "Elton, would you like to come outside and make a snowperson with me?" Penelope asked. Elton wrinkled his nose. He didn't like snow and he didn't like winter.

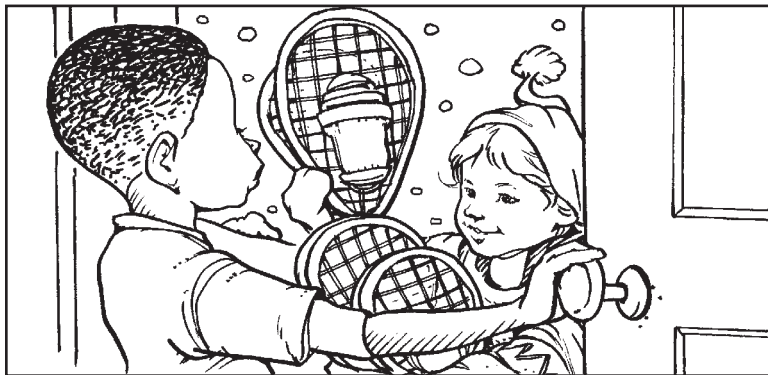


"Yes, yes, Elton would like to go," his mother said. She bundled him up and sent him and his unhappy face outside with Penelope. Penelope and Elton made the largest snowperson anyone had ever seen. Then they made the tiniest snowperson anyone had ever seen.

At dinnertime, Elton came inside and his unhappy face was almost gone. But the next morning, it was back again.

“I don’t like snow, and I don’t like winter,” said Elton. Elton’s mother sighed. Just then the doorbell rang again—it was Penelope.

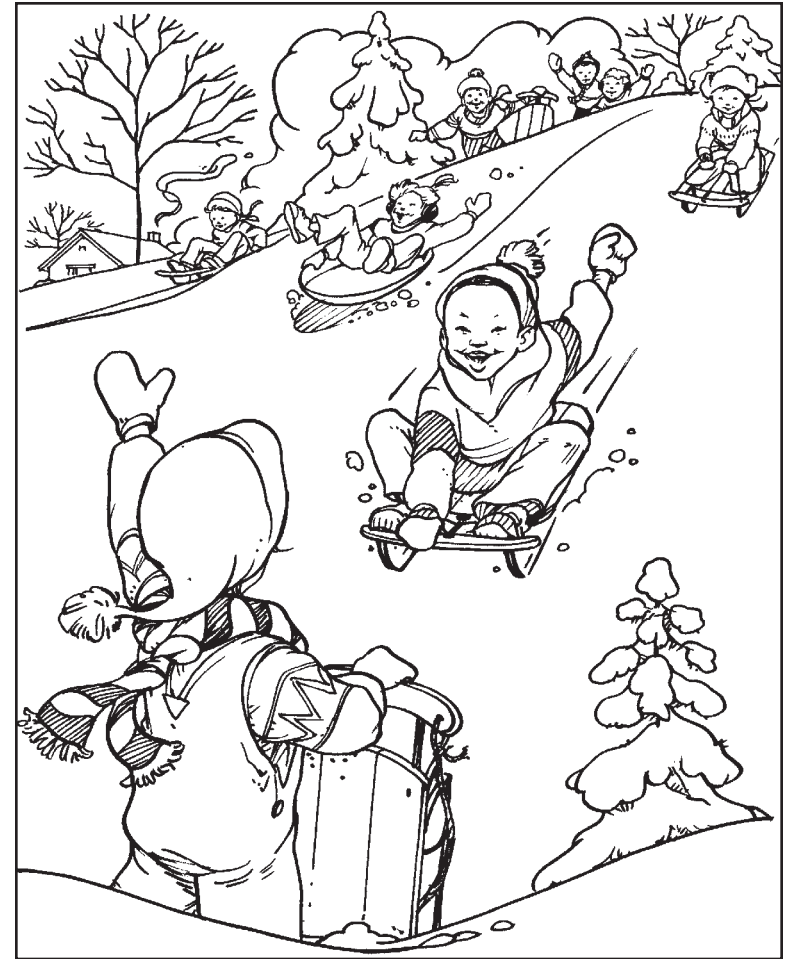
“Elton, would you like to go snowshoeing?” asked Penelope, holding two pairs of snowshoes. Elton wrinkled his nose but said, “Sure, I guess so.”



Elton and Penelope strapped on the snowshoes and went stomping through the trees behind the house.

At lunchtime, Elton came inside without his unhappy face. He told his mom all about the adventures he and Penelope had had in the snow. Just then the doorbell rang—it was Penelope.

“Elton, would you like to go sledding?” she said. This time Elton didn’t wrinkle his nose. Instead he grabbed his coat and yelled to his mom, “I’ll be home at dinnertime, with a happy face.”



Elton decided that he loved winter. He loved making snowpeople, going snowshoeing, and sledding. For an outside boy, winter was a terrific time of year.

Name _____

Instructions: Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box.

Beginning

Ending

Diagram showing a sequence of six empty boxes for writing events, connected by a winding line. The line starts at a dot in the top-left box, goes to a dot in the top-right box, then to a dot in the middle-left box, then to a dot in the middle-right box, then to a dot in the bottom-left box, and finally to a dot in the bottom-right box. The word 'Beginning' is in a black arrow pointing to the top-left box, and 'Ending' is in a black arrow pointing to the bottom-right box.



Name _____

Instructions: Read the sentences below. Circle the superlative adjectives and underline the nouns or pronouns they describe. Then write two sentences that each contain a superlative adjective.

1. "Do you want to play outside," Penelope asked in her **cheeriest** voice.
2. Penelope and Elton made the **largest** snowperson anyone had ever seen.
3. Then they made the **tiniest** snowperson anyone had ever seen.
4. Penelope and Elton played in the **deepest** snow near their houses.
5. Snowshoeing is not always the **easiest** activity to do.
6. Penelope went the **farthest** down the hill on her sled.



My Sentences:

1. _____

2. _____



Name _____

Instructions: Match words from the left-hand column with words from the right-hand column to create compound words found in *Wonderful Winter*. Then write the compound words you created on the lines at the bottom of the page.



out

home

door

snow

any

dinner

inside

snow

lunch

with

man

side

time

side

shoe

time

one

out

bell

work

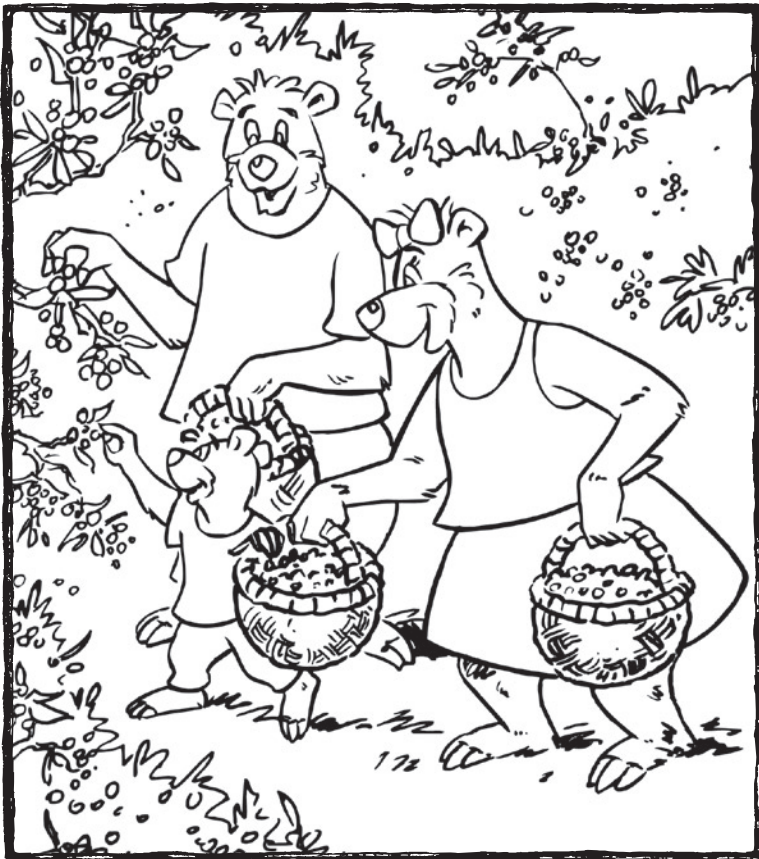


Compound Words

Goldilocks and the Three Bears

A Reading A-Z Level L Leveled Reader

Word Count: 402



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Goldilocks and the Three Bears



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Goldilocks and the Three Bears



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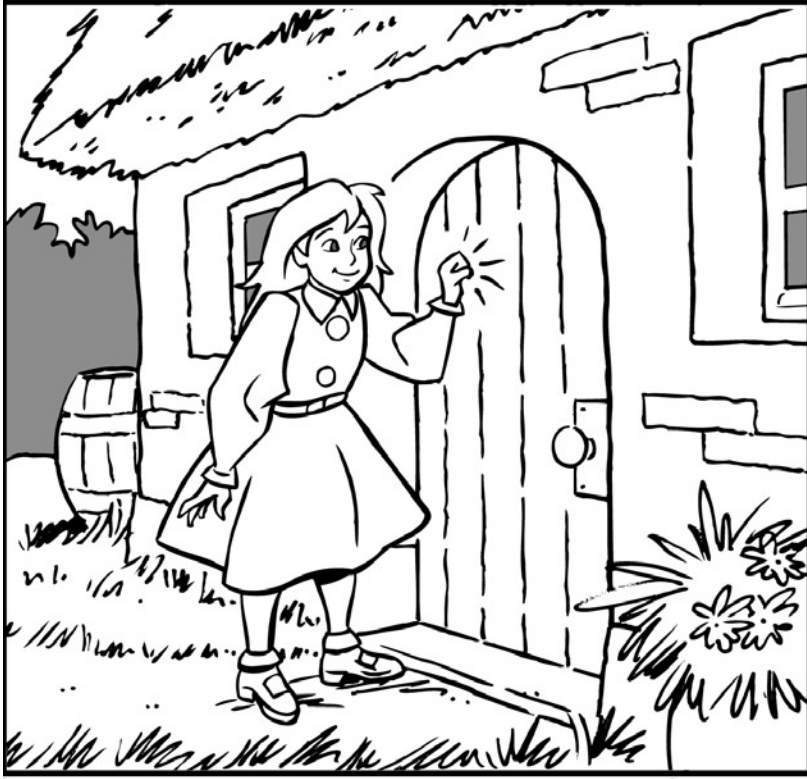
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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

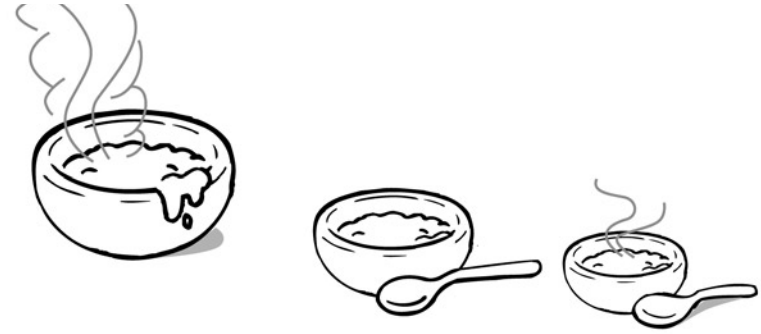


Once upon a time, there lived a youngster named Goldilocks.

One day, she went for a walk in the woods.

She came upon a house and knocked on the door.

No one answered, so she walked in.



Three bowls of porridge sat on the table. The yummy-smelling food made her hungry.

First she tasted the porridge from the big-sized bowl. "Yow!" she yelped. "This porridge is too hot."

Then she tasted the porridge from the mid-sized bowl. "Bleck!" she groaned. "This porridge is too cold."

Next, she tasted the small-sized bowl of porridge and said, "Mmmm. This porridge is just right."

She gobbled it all.



After eating the porridge,
Goldilocks walked into the living
room. She saw three chairs and
decided to sit for a bit.

First she sat in the big-sized chair.
“Hmph!” she said. “This chair is
too big.”

Then, she sat in the mid-sized chair.
“This chair is still too big,” she said.

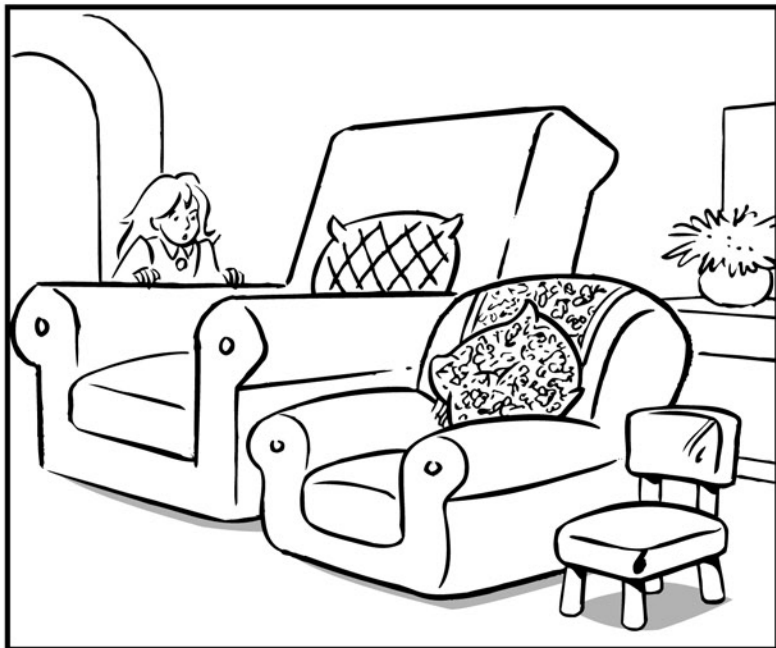
Next, she sat in the small-sized
chair and sighed a happy sigh.

“This chair is just right.”

But seconds later—

—Crack! The chair broke!

“Oh well,” she yawned.

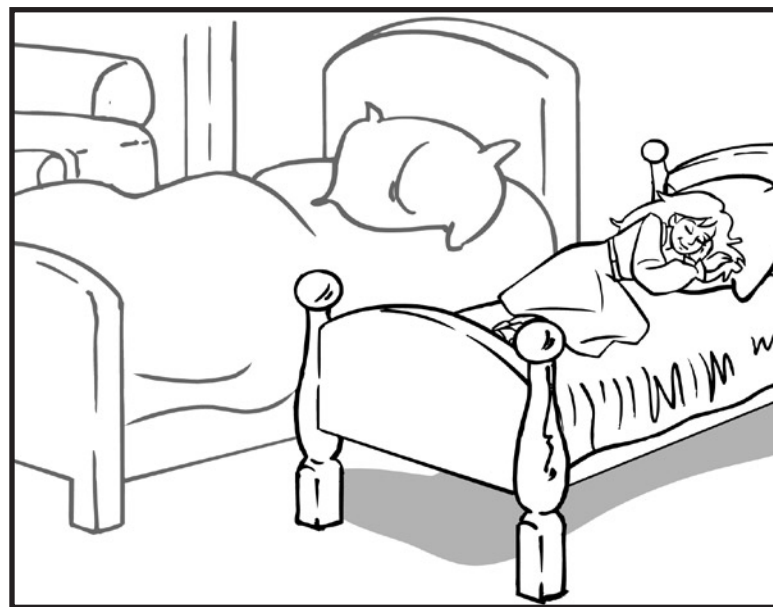
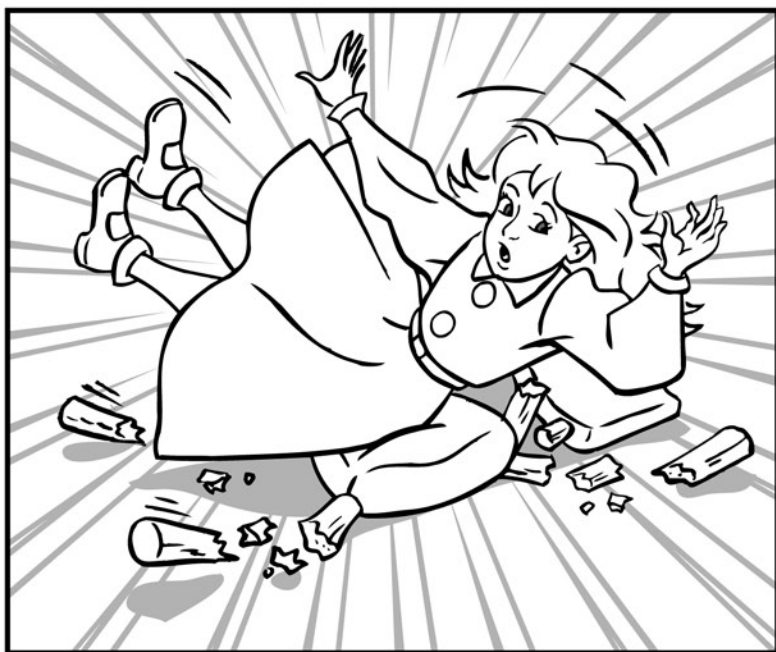


A sleepy Goldilocks climbed the stairs looking for a bed. She lay down on the big-sized bed. But it was too hard.

So she lay down on the mid-sized bed. But it was too soft.

Then she lay down on the small-sized bed, and it was just right.

"Zzzzzz."





While Goldilocks slept, the owners of the house returned from their walk. The three bears did not like what they saw.

“Someone’s been eating my porridge,” growled Big Papa Bear.

“Someone’s been eating my porridge,” sighed Mama Bear.

“Someone’s been eating my porridge,” cried Wee Baby Bear.
“And it’s all gone!”



Next, the hungry bears saw their chairs.

“Someone’s been sitting in my chair,” growled Big Papa Bear.

“Someone’s been sitting in my chair,” sighed Mama Bear.

“Someone’s been sitting in my chair,” cried Wee Baby Bear. “And it’s broken!”

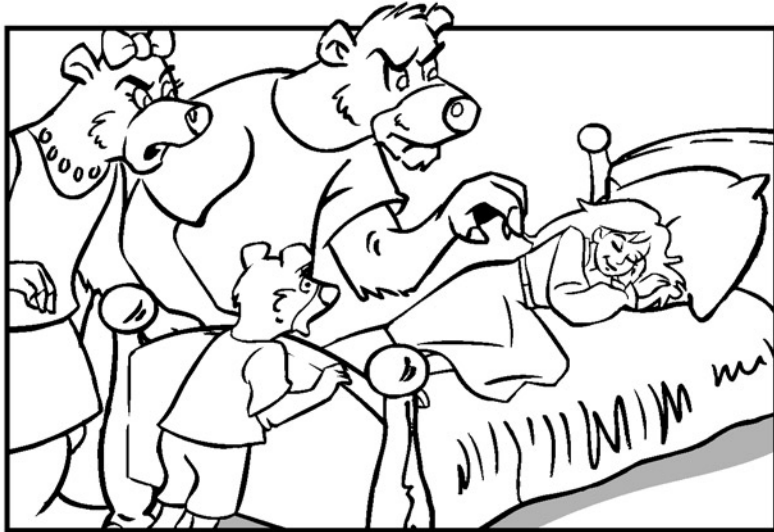
Then the hungry, angry bears
marched upstairs.

"Someone's been sleeping in my bed,"
growled Big Papa Bear.

"Someone's been sleeping in my bed,"
sighed Mama Bear.

"Someone's been sleeping in my bed,"
cried Wee Baby Bear. "And she's still
there!"

"Keep it down!" whined Goldilocks.



When she saw three hungry, angry
bears staring at her, she jumped out
of bed.

"Help!" she screamed, running all
the way home.

Goldilocks never again went to the
home of the three bears.

Goldilocks and the Other Three Bears

A Reading A-Z Level L Leveled Reader

Word Count: 401




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Goldilocks and the Other Three Bears



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Goldilocks and the Other Three Bears



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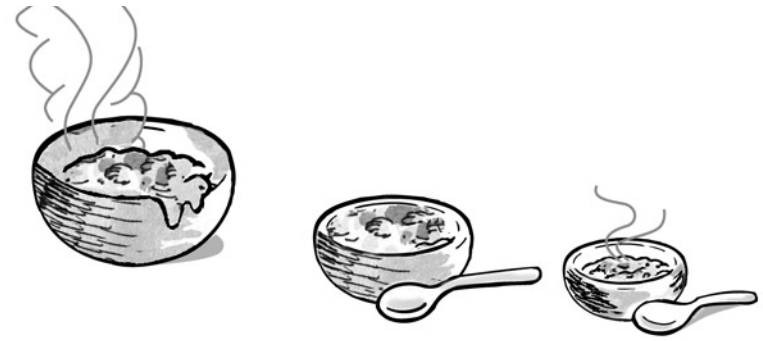
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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20



Once upon a time, there lived a youngster named Goldilocks. One day, she went for a walk in the woods. She came upon a house and knocked on the door. No one answered, so she walked in.



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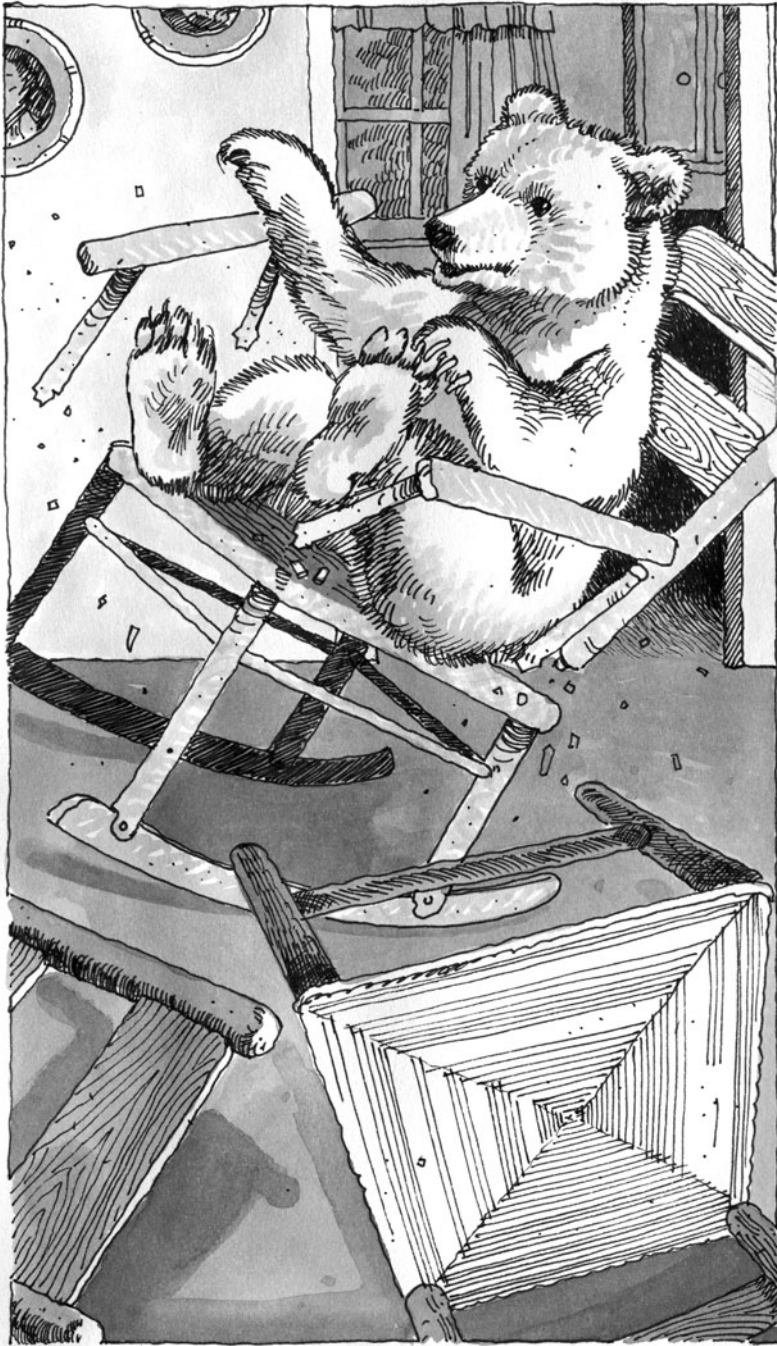
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"This chair is just right."

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"Oh well," she yawned.



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"Zzzzz."





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When she saw three hungry, angry
bears staring at her, she jumped out
of bed.

"Help!" she screamed, running all
the way home.

Goldilocks never again went to the
home of the three Bears.

Name _____

Instructions: As you read, list causes in the left boxes and their effects in the right boxes.

Cause



Effect

Cause



Effect

Cause



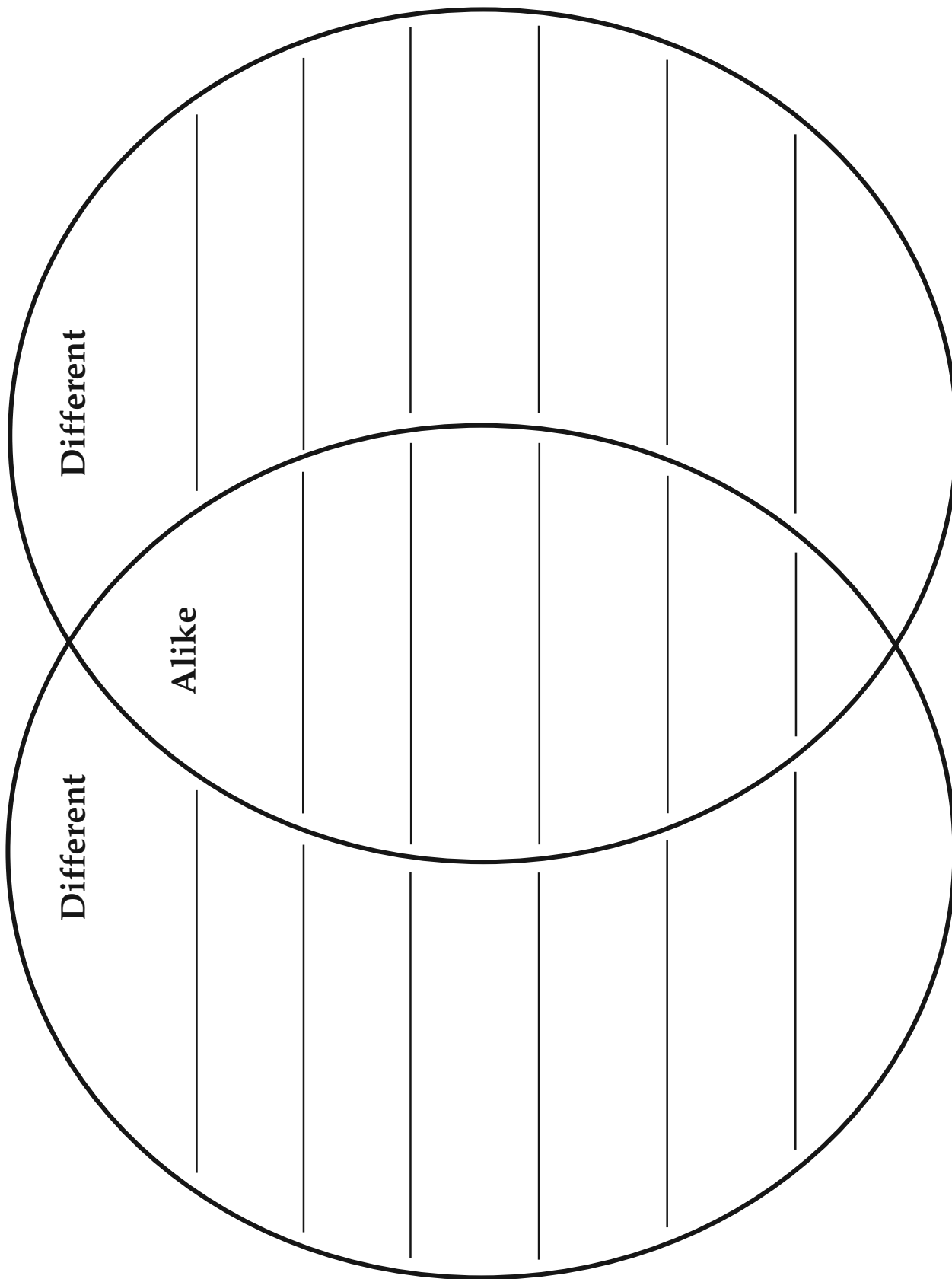
Effect

Name _____

Instructions: Compare *Goldilocks and the Three Bears* to the story of *Goldilocks and the Other Three Bears*. Write details that tell how the two books are different in the outer circles. Write details that tell how the two books are alike where the circles overlap.

Goldilocks and the
Three Bears

Goldilocks and the
Other Three Bears



Different

Alike

Different

Name _____



Instructions: Use your book to find all of the past-tense irregular verbs that the author used. Write all of the past-tense irregular verbs in the left-hand box below. Then write all of their present-tense matches in the right-hand box.

Past-tense verbs

Present-tense verbs

Name _____

Instructions: Write one sentence for each pair of homophones. Use each homophone once within the sentence. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to help make them fit in the sentence.

Example: (eight/ate)

Johnny ate eight hot dogs, but he didn't win the contest.

1. (where/wear)

2. (plane/plain)

3. (in/inn)

4. (flew/flu)

5. (red/read)

6. (cent/sent)

7. (knew/new)

8. (see/sea)

9. (their/there)

10. (hair/hare)

How to Make Ice Cream

A Reading A-Z Level L Leveled Reader

Word Count: 518



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How to Make Ice Cream



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How to Make Ice Cream



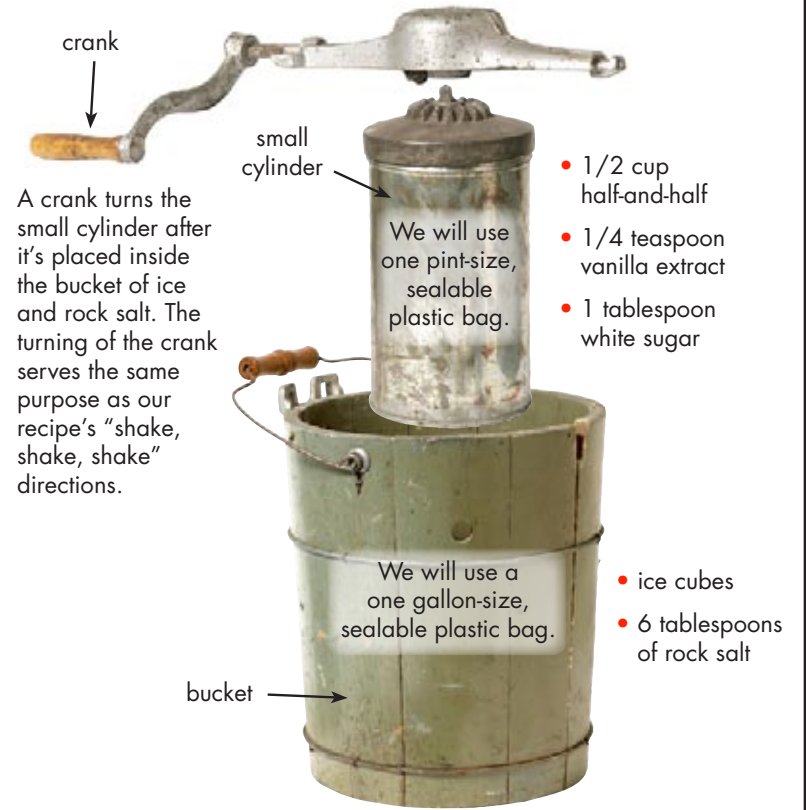
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The home hand-crank ice cream machine was invented by Nancy Johnson in 1846 but patented by William G. Young in 1848. See the diagram below for how our tools to make ice cream match ones your parents or grandparents may have used.



How to Make Ice Cream
Level L Leveled Reader
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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

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Introduction

You hear the catchy music of the ice cream truck. Your mouth waters. You start running. The ice cream is only an arm's reach away. Then you **remember** you have no money. You can't enjoy the sweet taste of cold ice cream on a hot summer day. Or can you?

You can make your own sweet treat. That's right. You can make your own ice cream. It's really easy, and it's a lot of fun. You'll need just a few **ingredients** from the kitchen.



The Ingredients

Homemade Vanilla Ice Cream

*1 gallon-size, sealable plastic bag
ice cubes
6 tablespoons of rock salt
1 pint-size, sealable plastic bag
1/2 cup half-and-half
1/4 teaspoon vanilla extract
1 tablespoon white sugar*



Step 1

Gather all the ingredients. Set the gallon-size, **sealable** plastic bag, ice cubes, and rock salt to one side. Set the smaller plastic bag, half-and-half, **vanilla** extract, and white sugar to the other side. You are only a few minutes away from eating homemade vanilla ice cream.



Step 2

Now, open the gallon-size plastic bag. Fill the bag more than halfway full with ice cubes. (Hint: Crack ice cubes from trays into a bowl. This will make it easier to put them in the bag without making a mess.) Then add the rock salt to the bag. Seal the bag and set it aside.



Step 3

Next, open the pint-size plastic bag. Have a friend hold the bag open. Pour the half-and-half, vanilla, and white sugar into the bag. It might get messy if you don't have help. Once you are done putting these ingredients into the bag, seal it tightly.



Step 4

Now comes the fun part. Open the larger bag. Place the smaller bag inside of the larger bag. Take out some ice cubes if you need to. Make sure the ice cubes mostly cover the smaller bag. Then, seal the larger bag again.

Make sure the bag is sealed really well. (Tape the bag shut if you want to make extra sure it stays sealed.) Then shake it.

Yes, shake the whole bag. Shake it around, up and down, and from side to side. Really get into it. The more you shake it, the better. If you get tired, pass it to a friend. Then shake it some more. If your hands get cold, put on gloves or wrap the bag in a towel.

Keep shaking the bag for about five minutes. Make sure the smaller bag does not open. After five minutes of shaking, check the **mixture**. If it has turned into ice cream, you're almost done.





Step 5

When your **creation** looks tasty, take the smaller bag out of the larger bag. Be sure to wipe the top of the small bag clean. You don't want rock salt or water in your ice cream. Carefully open the small bag. Scoop your homemade ice cream into a bowl.



Enjoy Your Ice Cream

Now comes the best part. Get a spoon and take a bite. How does it taste? It's much better than anything from the ice cream truck. Feel free to add **toppings**. Try using chocolate syrup, butterscotch, sprinkles, or candy. It's your creation. You can make it whatever you want.



Conclusion

Remember what you can do the next time you hear the ice cream truck's music. You can make your very own homemade ice cream. It's only a few minutes away. Enjoy!

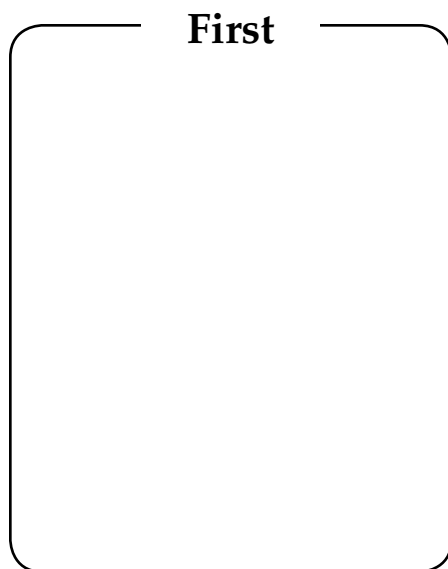
Glossary

- creation** (*n.*) a product or good
invented or imagined
by humans (p. 13)
- ingredients** (*n.*) food items that go into
a dish or recipe (p. 5)
- mixture** (*n.*) a product made from
combining two or more
ingredients (p. 11)
- remember** (*v.*) to think of something
again; to not forget (p. 4)
- sealable** (*adj.*) able to be closed so that
nothing escapes (p. 7)
- toppings** (*n.*) sauce or other items put
on top of food (p. 14)
- vanilla** (*adj.*) having the flavor of any
tropical American vine
of the genus *Vanilla* in
the orchid family (p. 7)

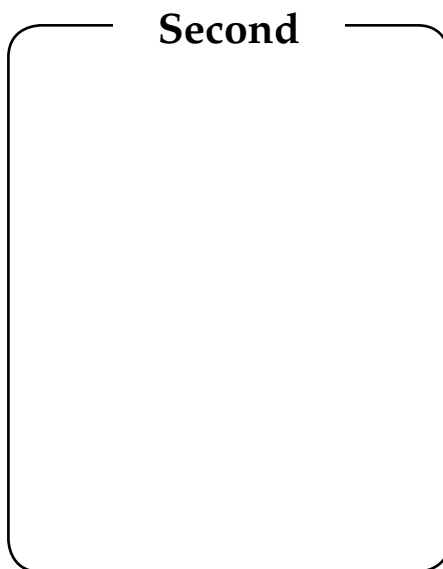
Name _____

Instructions: Have students illustrate and label each step for making ice cream.

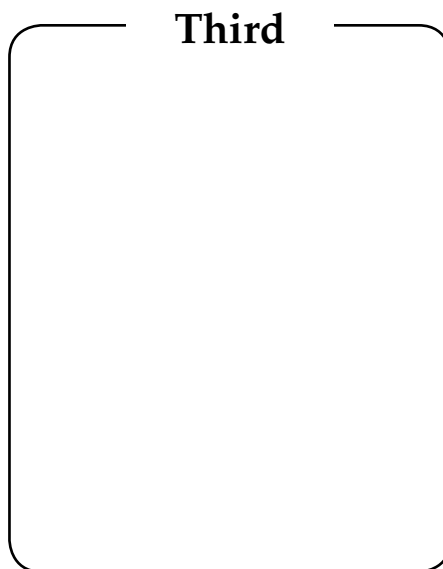
First



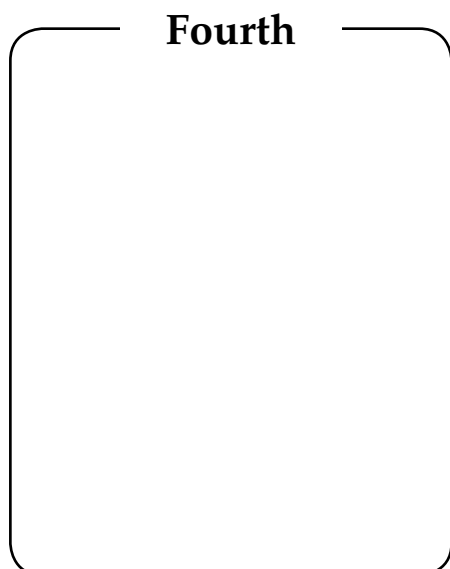
Second



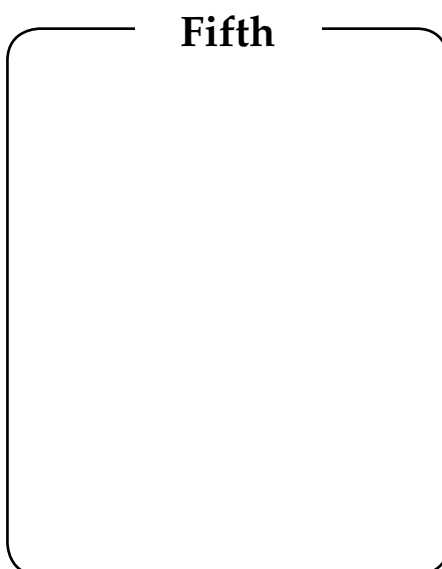
Third



Fourth



Fifth



Name _____

Instructions: Have students read the words in the word box at the top of the page and circle all the words that have the long /e/ sound. Then have students write each long /e/ digraph word in the box under the word that has the same spelling pattern.

cream

real

need

few

reach

treat

seal

seed

sweet

easy

open

feet

Sneak

Feed

Name _____

Instructions: Choose a synonym from the word box to replace the bolded word in each sentence. Make sure that it sounds right and makes sense in the sentence.

delicious

enjoyable

blazing

adore

create

finished

1. Ice cream is a **good** treat. _____

2. Ice cream tastes great on a **hot** summer day.

3. You can **make** your own ice cream.

4. Now comes the **fun** part. _____

5. If it has turned into ice cream, then you're

almost **done**. _____

6. I **love** ice cream! _____

The 100th Day Project

A Reading A-Z Level L Leveled Reader

Word Count: 461



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The 100th Day Project



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Level
I L P**

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Illustrated by Marilee Harrauld-Pilz

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The 100th Day Project



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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20



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Counting to 100

Leticia walked into the kitchen and washed her hands for dinner.

"What have you been up to?" her mother asked.

"I've been counting. I need to know what I have 100 of," Leticia said.

"I have 119 stickers, 106 pennies,
but only 74 crayons."

"Why do you need 100 things?"
her mother asked.

"Tuesday is the 100th day of
school," Leticia said. "As a 100th
day **project**, everyone needs to
bring 100 of something."



"I can help you with your project,"
her mother said. "But first we need
to eat dinner. Get your brother and
tell him it's time to eat."



100 of Something

After dinner, Leticia showed her family a large piece of paper. There were 100 squares marked on the paper **grid**. "I have to glue 100 **objects** into those 100 squares," Leticia said.

"That should be easy," her brother said. "Use your pennies."

"My teacher wants our projects to be **creative**," Leticia said.



"Let's **brainstorm**. Do you read in school?" her mother asked.

"We read a new book every day. I like books," Leticia said.



Making Little Books

"What do you like about books?"
her brother asked.

Leticia smiled. "I like the covers.
I like the titles. I like the stories."

"We could help you make little
books. Little books would fit on
the grid," her brother said.



Leticia wasn't sure. "If we made
books, could I write in them?"

"Of course. It's your project.
We're just helpers," her mother said.

"Right!" her brother agreed.

"You're the boss."

Leticia liked the sound of that.



Secret Messages

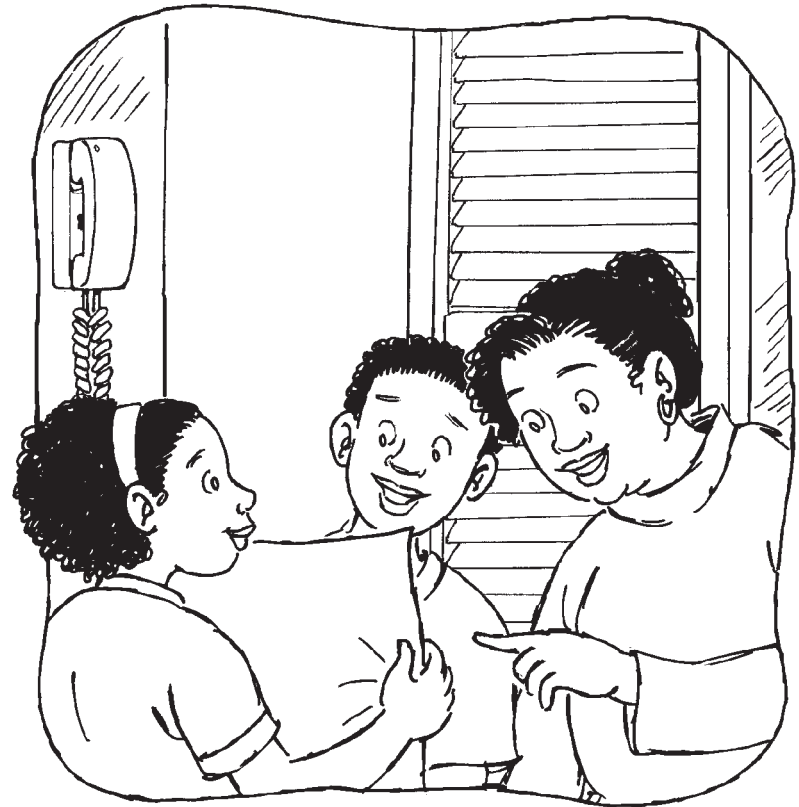
Leticia and her family made the little books. They used a lot of supplies. Then, Leticia wrote little notes in the books. She had to write very small.

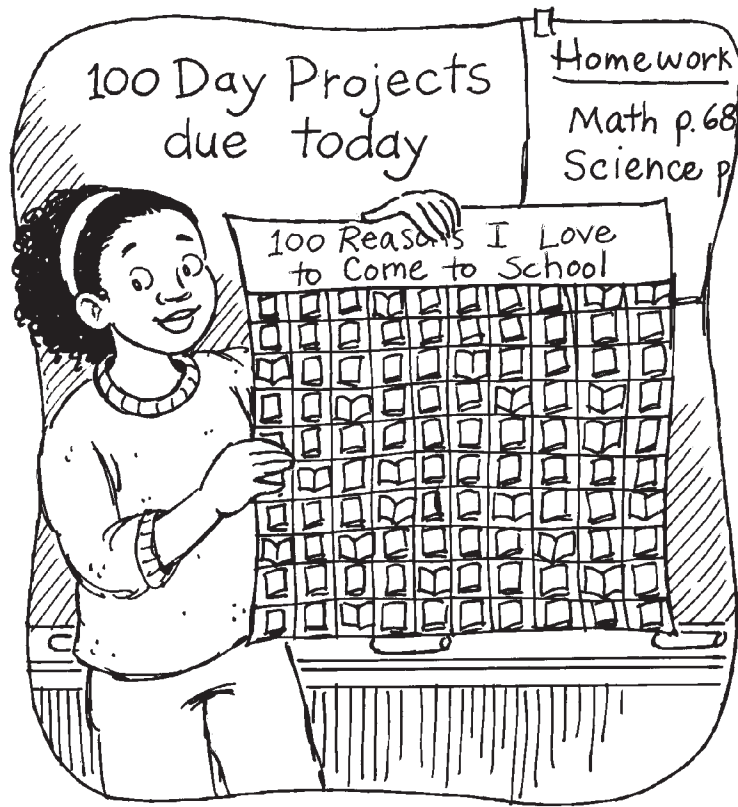


When Leticia finished, she shared her project with her mother and brother. They were **surprised** by her idea.

“Cool,” her brother said.

“This is very creative,” said her mother.



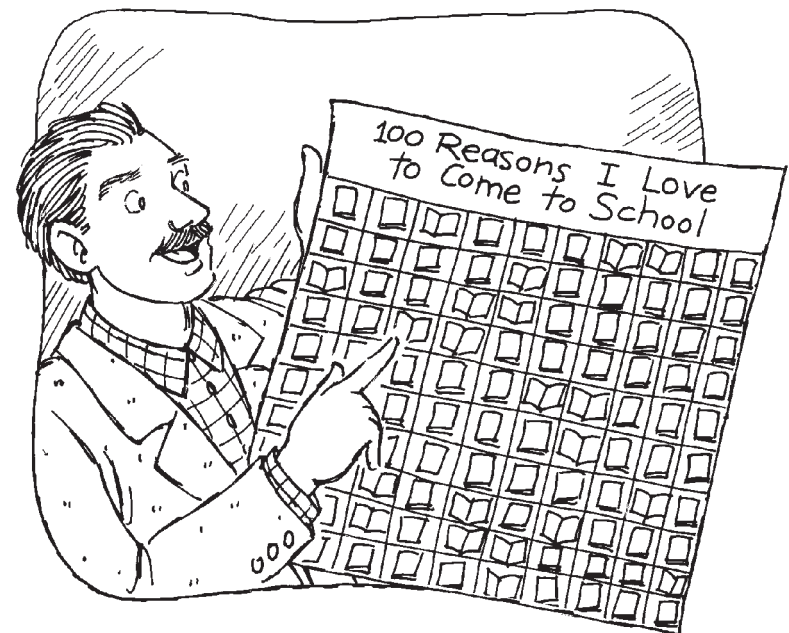


On the 100th day, everyone brought projects to school. Leticia showed her project to the class. At the top, she had written *100 Reasons I Love to Come to School*. The title made her friends **curious**. They began reading the **messages** in the little books.

The Special Project

"Look, Kate, this one is about you," Mia said. "It says 'I like to see Kate smile.'"

Soon there was a crowd around Leticia's project. The teacher decided to read the little books to the whole class. After he read each book, the class clapped for the person the book was about.





There were books for every student in Leticia's grade and every teacher at the school. There was a book for the custodians, school bus drivers, librarians, principal, and the cafeteria workers, too.

Leticia had found a creative way to **celebrate** the 100th day of school. Her 100 reasons told 100 people why they were special.

Glossary

brainstorm (<i>v.</i>)	to share ideas, often on how to solve a problem (p. 8)
celebrate (<i>v.</i>)	to do something special to honor an event (p. 15)
creative (<i>adj.</i>)	showing the use of imagination (p. 7)
curious (<i>adj.</i>)	really wanting to know or learn (p. 13)
grid (<i>n.</i>)	a set of evenly spaced, straight lines that cross each other to form squares (p. 7)
messages (<i>n.</i>)	pieces of information passed from one person to another (p. 13)
objects (<i>n.</i>)	things that are seen or touched, but not alive (p. 7)
project (<i>n.</i>)	an organized plan or activity with a purpose (p. 5)
surprised (<i>v.</i>)	amazed by something unexpected (p. 12)

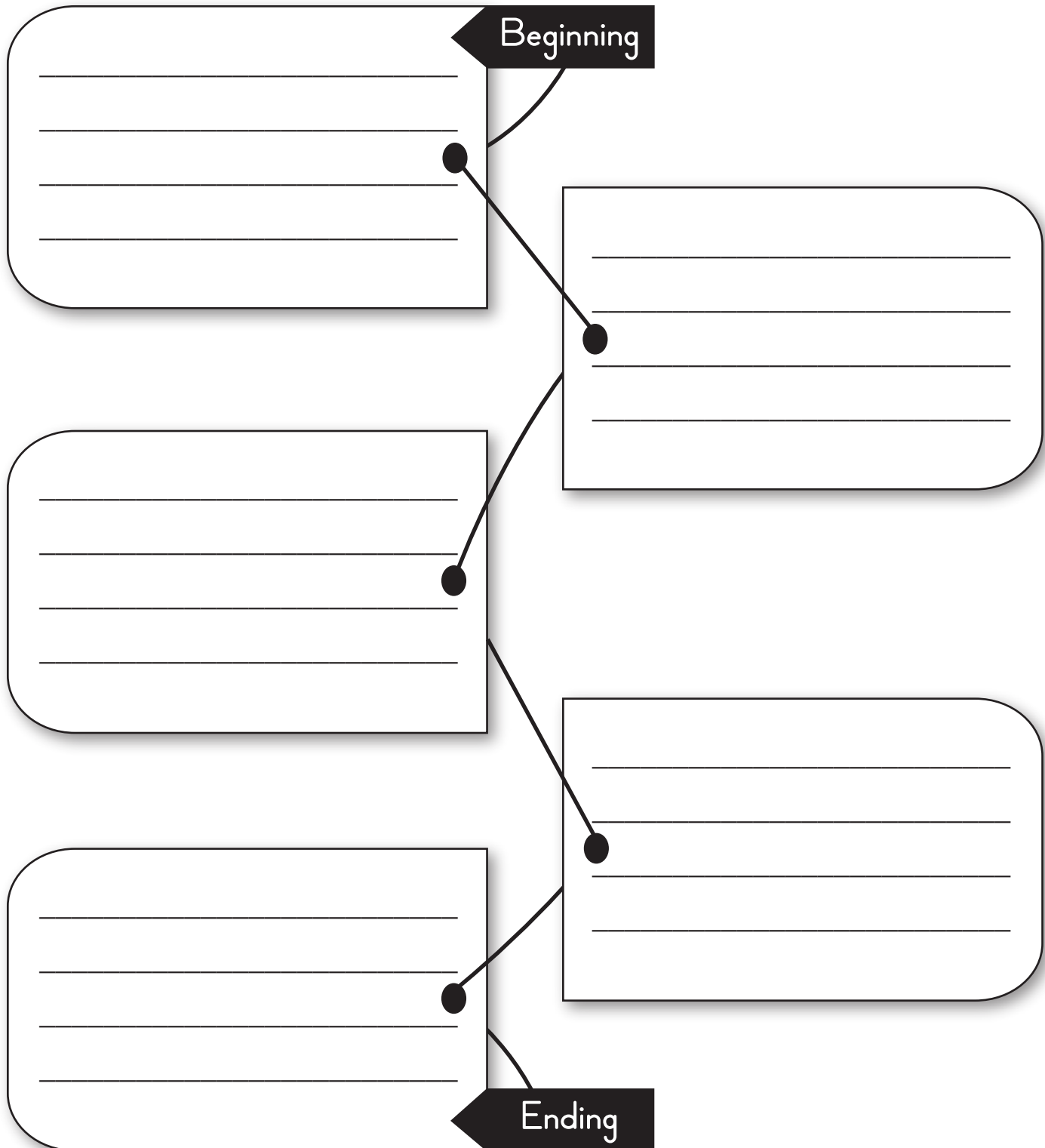
Name _____

INSTRUCTIONS: As you read, identify the important information for each chapter. Record this information under the headings *Who*, *What*, *When*, *Where*, and *Why*. Then use the information from one of the chapters to write a short summary on the back of the worksheet.

Chapter	1	2	3	4	5
Who					
What					
When					
Where					
Why					

Name _____

INSTRUCTIONS: Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box. Use sequencing words to describe each event.

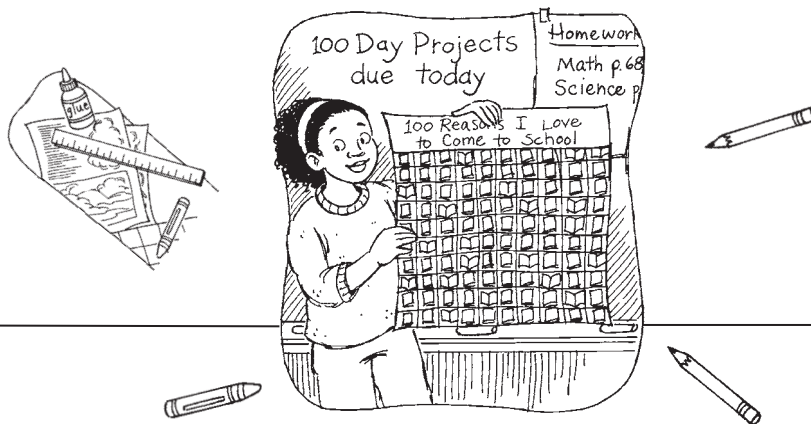


The diagram shows a sequence of six boxes arranged in a zig-zag pattern. The sequence starts at the top left with a box labeled 'Beginning'. An arrow points from this box to a box on the right. From there, an arrow points down to a box on the left. This continues: right to a box on the right, down to a box on the left, and finally down to a box on the right labeled 'Ending'. Each box contains five horizontal lines for writing.

Name _____

INSTRUCTIONS: Identify and circle the adjective(s) in each sentence. Then identify and underline all of the nouns the adjectives describe.

1. Leticia wanted to make a creative and special project.
2. She had to glue 100 objects to a piece of large paper.
3. The big books would not fit on the little grid.
4. Leticia used old magazines to make the books.
5. The family spent two nights making all the books.
6. Leticia's curious friends wanted to read the messages.
7. There was a large, excited crowd around Leticia's project.
8. The project included a special book for every student.



Name _____

INSTRUCTIONS: Write the number word for each *cardinal* and *ordinal number*. Then read each sentence. Decide which word correctly completes each sentence and write it on the line.

1st _____ 3rd _____

5 _____ 2nd _____

100 _____ 74 _____

1. I finished the race in _____ place. (four, fourth)
2. My friend has _____ brothers and sisters. (five, fifth)
3. Dad's birthday is on July _____. (seven, seventh)
4. This is the _____ time I have seen the movie. (six, sixth)
5. I invited _____ friends over to my house. (eight, eighth)

